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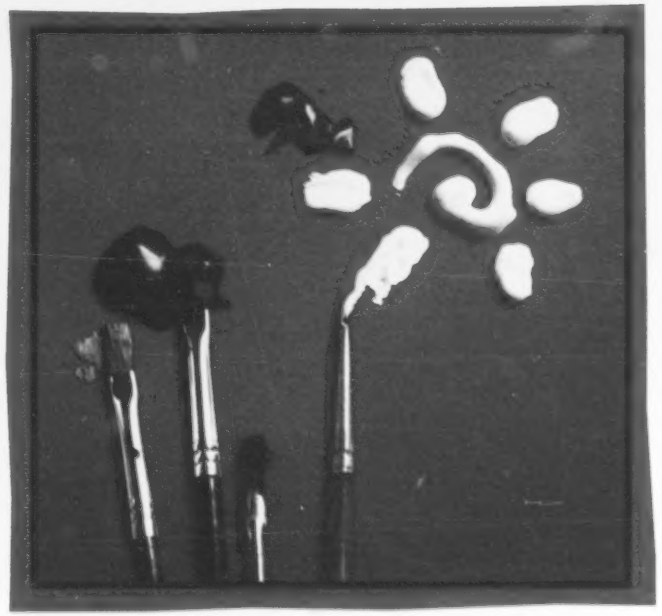
The Full-Day Early Learning – Kindergarten Program

Draft Version



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Une publication équivalente est disponible en français sous le titre suivant :
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This publication is available on the Ministry of Education's website, at http://www.edu.gov.on.ca.

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INTRODUCTION

The final edition of this document, to be released in 2011, will replace *The Kindergarten Program, 2006 (Revised)* when the Full-Day Early Learning–Kindergarten program is fully implemented across the province. Beginning in September 2010, all new Full-Day Early Learning–Kindergarten programs will be based on the expectations outlined in this draft edition of the document.

THE FULL-DAY EARLY LEARNING–KINDERGARTEN PROGRAM: VISION, PURPOSE, GOALS

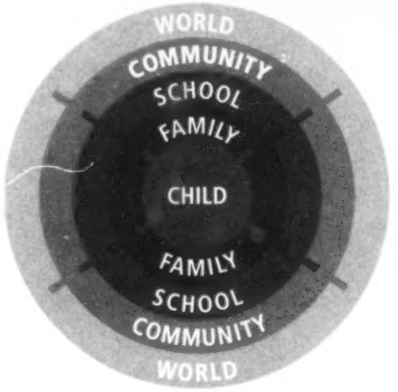
> *Full-day learning is part of our overall plan to help more children get a strong start in school, so they can go on to have successful, rewarding lives. By giving them more opportunities at a young age, we're giving our children a brighter future.*
>
> Leona Dombrowsky, Minister of Education

The Full-Day Early Learning–Kindergarten program is a child-centred, developmentally appropriate, integrated, extended-day program of learning for four- and five-year-old children. The purpose of the program is to establish a strong foundation for learning in the early years, and to do so in a safe and caring play-based environment that promotes the physical, social, emotional, and cognitive development of all children.

The goals of the Full-Day Early Learning–Kindergarten program are as follows:

- to establish a strong foundation for the early years by providing young children with an integrated day of learning
- to provide a play-based learning environment
- to help children make a smoother transition to Grade 1
- to improve children's prospects for success in school and in their lives beyond school

The Full-Day Early Learning–Kindergarten program is based on the understanding that children develop within a complex set of interrelated systems that includes the family, the school, the broader community, and the world. Although early learning programs have traditionally acknowledged the importance of these systems, they have tended to address each one separately, in terms of its individual impact on the child. By contrast, the Full-Day Early Learning–Kindergarten program recognizes the importance for the child's development of the *interrelationships* between and among these systems, and builds on those interrelationships. Holding this interconnectedness at the centre of its vision, the program sets children on a more positive trajectory for learning.



Fundamental Principles

Six fundamental principles guide the Full-Day Early Learning–Kindergarten program. They are based on the six overarching principles developed by the Best Start Expert Panel on Early Learning for its report outlining a framework for Ontario early childhood settings entitled *Early Learning for Every Child Today* (January 2007, pp. 7–20; hereafter referred to as "ELECT"). The principles reflect "beliefs, values, experience, and current research findings" (p. 5).

The six principles are as follows:

1. Early child development sets the foundation for lifelong learning, behaviour, and health.
2. Partnerships with families and communities strengthen the ability of early childhood settings to meet the needs of young children.
3. Respect for diversity, equity, and inclusion are prerequisites for honouring children's rights, optimal development, and learning.
4. A planned curriculum supports early learning.
5. Play is a means to early learning that capitalizes on children's natural curiosity and exuberance.
6. Knowledgeable, responsive educators are essential.

The Full-Day Early Learning–Kindergarten program reflects the belief that four- and five-year-olds are capable and active learners, full of potential and ready to take ownership of their learning. It approaches children as unique individuals who live and learn within families and communities. The program aims to provide every child with the kind of support he or she needs in order to develop:

- self-regulation
- health, well-being, and a sense of security
- emotional and social competence
- curiosity and confidence in learning
- respect for the diversity of his or her peers

THE IMPORTANCE OF EARLY LEARNING

Principle 1: Early child development sets the foundation for lifelong learning, behaviour, and health.

Children's early learning experiences have a profound effect on their development. These early interactions directly affect the way connections are made in the brain. Early learning experiences are crucial to the future well-being of children, and establish the foundation for the acquisition of knowledge and skills that will affect later learning and behaviour.

> *Every experience in a child's early life has an impact on his/her development now and in the future. Parents and families are the first and most powerful influence on children's early learning and development. Young children and their families live in communities that shape early experiences.*
>
> (ELECT, p. 4)

Four- and five-year-old children arrive at school as unique individuals shaped by their particular cultural and social backgrounds and day-to-day experiences, and at different stages of development. Their early experiences with school are of paramount importance. Children will thrive within classrooms that meet their developmental needs and that provide a secure, respectful, and nurturing environment. An early learning program can meet these needs, and provide an environment conducive to learning, only if it is culturally, linguistically, and developmentally appropriate. Expectations should be challenging but attainable, and the learning environment needs to reflect the social and cultural context in which each child is developing. The program should be flexible enough to respond to individual differences and to make children feel comfortable in applying their unique ways of thinking and learning.

To give each child the best start possible, it is essential that early learning programs provide a variety of learning opportunities and experiences that are based on assessment information and the strengths, needs, and interests of the children. Although early learning programs are critical in laying the foundations for success in learning, the early years are also an important time in children's total development. Teachers, early childhood educators, members of the community, and families should work together to provide challenging and engaging learning experiences that will build children's confidence, encourage them to continue to see learning as both enjoyable and useful, and provide a strong foundation for their future intellectual, physical, and social development.

FOUNDATIONS FOR A HEALTHY SCHOOL

The Full-Day Early Learning–Kindergarten program must provide children with a safe and healthy environment for learning. In addition, children's learning in the early years helps them make informed decisions about all aspects of their health as they develop and encourages them to lead healthy, active lives. This learning is most authentic and effective when it occurs within the context of a "healthy" school. The implementation of the Health and Physical Activity strand in the Full-Day Early Learning–Kindergarten program is a significant aspect of a healthy school environment.

The Ministry of Education's "Foundations for a Healthy School" (www.edu.gov.on.ca/eng/Healthyschools/foundations.pdf) identifies four components that together represent a comprehensive approach to creating a healthy school. This approach ensures that children learn about healthy, active living in an environment that reinforces their learning through policies and programs that promote healthy, active living. The four components are as follows:

- high-quality instruction and programs
- a healthy physical environment
- a supportive social environment
- community partnerships

High-Quality Instruction and Programs

The Full-Day Early Learning–Kindergarten program provides children with a wide range of opportunities to learn, practise, and demonstrate knowledge and skills in all areas of learning. It lays the foundation for children's smooth transition to Grade 1 and for success throughout their school years.

In order to ensure high-quality Full-Day Early Learning–Kindergarten programs, it is important for Early Learning–Kindergarten teams and school administrators to participate in focused professional learning opportunities.

A Healthy Physical Environment

The physical environment can affect both conditions for learning and opportunities for physical activity and healthy living. The physical environment includes the school building and grounds, routes to and from the school, and materials and equipment used in school programs. A healthy physical environment would include clean and accessible facilities, shade structures and a naturalized play environment, the availability of healthy food choices, and the absence of environmental carcinogens, including any that might be found in cleaning products. The design of the built environment can enhance or restrict opportunities for physical activity and healthy living.

A Supportive Social Environment

A supportive social environment has a positive impact on children's learning. Children are more able and more motivated to do well and achieve their full potential in schools that have a positive school climate and in which they feel safe and supported. "School climate" may be defined as the sum total of all the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion and are modelled by all, a culture of respect becomes the norm. Children, members of Early Learning–Kindergarten teams, and parents all benefit from a supportive social environment, and there are various practices that can foster such an environment – from formal measures (e.g., school policies, programs, and guidelines that promote inclusion and the removal of systemic barriers; bullying prevention, healthy foods, and anaphylaxis protocols; clubs and organized support groups) to informal behaviour (e.g., occurring within unstructured peer interaction or free play).

Community Partnerships

School-community partnerships provide access to resources and services that can offer additional support to school staff, children, and families in the development and implementation of healthy school initiatives. Various organizations, including public health units, can collaborate with Early Learning–Kindergarten teams to deliver programs and services within the school setting.

Determinants of Health

The World Health Organization declared in 1948 that health is "a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity". In 1998, Health Canada developed a list of factors and conditions that can have a significant influence on a person's health. These "determinants of health" include income and social status, social support networks, education and literacy, employment and working conditions, physical and social environments, biology and genetic endowment, personal health practices and coping skills, healthy child development, availability and quality of health services, gender, culture, and other influencing factors. Together, these factors affect an individual's overall state of physical, mental, social, emotional, and spiritual well-being. They influence not only whether a person stays healthy or becomes ill but also the extent to which the person possesses the physical, social, and personal resources needed to identify and achieve personal aspirations, satisfy needs, and cope with the environment. These factors also have an impact on children's learning as a whole, and are strongly connected to learning in health and physical activity. Although children have varying degrees of control over these factors, it is nevertheless important to be aware of them as contributing factors in child performance.

Elementary Schools for the Twenty-first Century

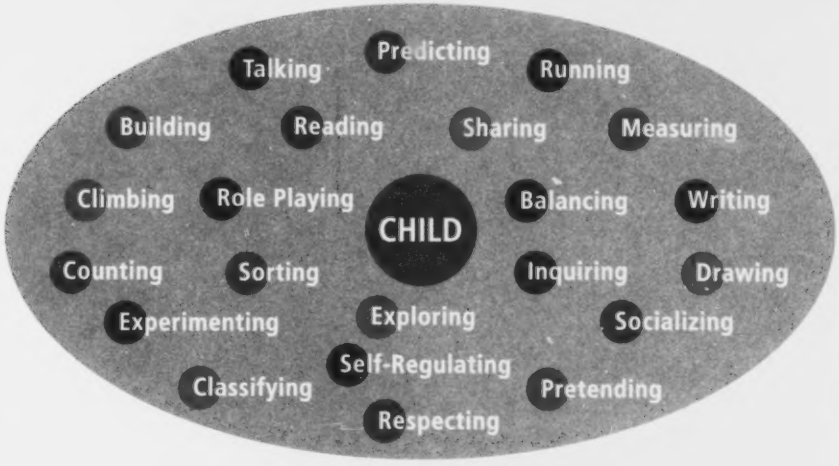
Ontario elementary schools strive to support high-quality learning while giving every child the opportunity to learn in the way that is best suited to his or her individual strengths and needs. The Full-Day Early Learning–Kindergarten program is designed to help every child reach his or her full potential through a program of learning that is coherent, relevant, and age appropriate. It recognizes that, today and in the future, children need to be critically literate in order to synthesize information, make informed decisions, communicate effectively, and thrive in an ever-changing global community. It is important that children be connected to the curriculum; that they see themselves in *what* is taught, *how* it is taught, and how it *applies* to the world at large. The program recognizes that the needs of learners are diverse, and helps all learners develop the knowledge, skills, and perspectives they need to be informed, productive, caring, responsible, healthy, and active citizens in their own communities and in the world.

BUILDING A LEARNING COMMUNITY

THE CHILD AS LEARNER

Principle 1: Early child development sets the foundation for lifelong learning, behaviour, and health.

Young children learn best through activities that are relevant to their lives and varied enough to be challenging and engaging. Children develop their knowledge by building on their past experiences and the learning they have already acquired. Since most children experience learning as pleasurable, they are naturally inclined and even eager to learn when they first come to school.



Every child grows and develops in a number of interrelated areas – social, emotional, communication/language, cognitive, and physical. To address the full range of each child's developmental needs, the Full-Day Early Learning–Kindergarten program should provide opportunities for learning, self-expression, self-regulation, and self-discovery in a variety of areas – for example, in music and drama, games, language activities, and cooperative activities with peers.

Every child is unique, and has individual needs. Children develop at different rates and in different ways. Their diverse cultural and linguistic backgrounds and daily realities contribute to differences in the ways they develop and demonstrate their learning. Consequently, children need opportunities to learn in ways best suited to their individual needs and at appropriate times in their development. They need to be given learning experiences that fall within the range of things they can do with and without guidance – in other words, experiences that fall within their "zone of proximal development". Some children will benefit more from one type of teaching strategy than another; some may need more time than others to develop knowledge and skills, and to achieve the learning expectations in the program.

Self-Regulation

> *The abilities of children to regulate their own emotions, behaviours, and attention increase over time with maturation, experience, and responsive relationships. Supporting self-regulation is a central focus of early development because self-regulation skills lead to physical, social, emotional, behavioural, and cognitive competence.*
>
> (ELECT, p. 8)

Self-regulation is central to a child's capacity to learn. It is "a cornerstone of development and a central building block of early learning" (Charles Pascal, *Every Child, Every Opportunity: Curriculum and Pedagogy for the Early Learning Program*, p. 4). The ability to self-regulate, or to set limits for oneself, allows a child to develop the emotional well-being and the habits of mind, such as persistence and curiosity, that are essential for early learning and that set the stage for lifelong learning. Self-regulation involves attention skills, working memory, and cognitive flexibility – qualities that provide the underpinning for essential skills needed throughout life, such as planning and problem-solving skills (ibid., p. 4). Self-regulation allows children to have positive social interactions and sets a pattern of behaviour that will benefit them throughout their lives.

Children demonstrate:

- ***social self-regulation*** when they are able to regulate their behaviour. For example, they can focus their attention, follow instructions, cooperate with the teacher and other children, and remember things they need to know and do;
- ***emotional self-regulation*** when they are able to control aggression, and when they are aware of and able to respond to the feelings of others (e.g., recognizing that their "outside voice" may disturb others and using their "inside voice" instead).

> *Self-regulation is not about compliance with external authorities – it is about establishing one's own internal motivation for adapting to, and understanding emotional and social demands. In fact, for many children, requiring compliance undermines their own abilities to self-regulate.*
>
> (Pascal, *Every Child*, p. 4)

Social, emotional, and cognitive self-regulation and the ability to communicate with others are foundational to all forms of learning and have been shown to be best developed in play-based environments.

THE ROLE OF TEACHERS AND EARLY CHILDHOOD EDUCATORS

Principle 6: Knowledgeable and responsive educators are essential.

The Early Learning–Kindergarten team comprises a Kindergarten teacher and early childhood educator(s) (ECEs). The team determines the quality of the learning program that young children will experience. Effective Early Learning–Kindergarten team members are themselves reflective learners who have a passion for the success of the learners in their care and a deep respect for the children's individual differences. Team members recognize that their own learning is a continuous and reciprocal process – they learn from each other, and from the children and their families.

The Early Learning–Kindergarten team uses reflective practice, planned observation, and a range of assessment strategies to identify the strengths, needs, and interests of individual children in order to provide instruction that is appropriate for each child ("differentiated instruction"). This includes whole-class instruction, small-group learning, independent learning, and activities at learning centres. There should be a balance between educator-initiated and child-initiated activities – times when a member of the team guides the children's learning and times when children are given opportunities to choose activities to demonstrate their knowledge. Learning experiences should promote integrated learning and allow children to handle, explore, and experiment with a variety of materials that are familiar to them or that they can connect to everyday life. Team members should also use their knowledge of the social and cultural contexts in which the children live to develop and provide learning experiences that are meaningful, relevant, and respectful.

In their relations with families, members of the Early Learning–Kindergarten team can play an important role in facilitating the significant transition that children face between their home and the school environment. Team members also need to be culturally aware, and should encourage parents[1] to become involved in school life and to take an active part in their child's education.

Early childhood educators and teachers will have the benefit of a collaborative and complementary partnership to support children and families in a high-quality, intentional, play-based learning environment.

1. In this document, *parent(s)* is used to refer to parent(s), guardians, and family members.

Teachers are responsible for the long-term planning and organization of the program and the management of the Early Learning–Kindergarten classes. In addition, teachers are responsible for student learning; effective instruction; formative assessment (assessment for learning) and evaluation, based on the team's assessments of children's progress; and formal reporting and communication with families.

Early childhood educators bring a focus on age-appropriate program planning to facilitate experiences that promote each child's physical, cognitive, language, emotional, social, and creative development and well-being, providing opportunities for them to contribute to formative assessment (assessment for learning) and evaluation of the children's learning. They are also responsible for implementing the integrated extended day.

THE ROLE OF PARENTS

Principle 2: Partnerships with families and communities strengthen the ability of early childhood settings to meet the needs of young children.

Parents are their children's first and most powerful teachers and role models. They offer learning opportunities that are based on the deep knowledge they have of their children. Children's learning and development occur within the context of their daily lives in families and communities. Parents and other caregivers nurture and teach children at home and in the community, supporting the dynamic process of early learning.

Parents are an integral part of the Full-Day Early Learning–Kindergarten program, and are often present in the classroom. Knowing their child as well as they do, parents are able to provide team members with important information that makes the team better able to meet the child's individual learning needs. At the same time, parents can "learn by watching and listening to educators working with their children – responding to the preferences and observed development of individual children, guiding care routines, negotiating conflicts, extending play opportunities, using teachable moments, and encouraging emerging literacy, informal mathematical thinking and inquiry skills" (Pascal, *Every Child*, p. 14).

Families bring with them rich knowledge and varied viewpoints about child-rearing practices, childhood, and development. When they are able to share that knowledge, as well as their understanding of their child, with educators, they will be more supportive of their child's learning (Pascal, *Every Child*, p. 5). Mutual respect and reciprocal learning between parents and team members can only benefit the children in the program.

It is important to understand that parents' and families' level of comfort with the school develops over time, and that team members should invest the time needed to nurture family and community involvement. Parents may have only a few minutes a day to participate in the program alongside their children, or they may be available for longer periods of time. In either case, the starting point is a welcoming environment for all families. Parents should be able to expect that team members will be culturally aware and sensitive to the school-community relationship and that they will support parental involvement in school life. "Same-sex parents, grandparents, new Canadian parents, fathers and very young parents are easily discouraged from participation – raising their comfort level is a prerequisite to involving them in the program" (Pascal, *Every Child*, p. 14).

> *Family involvement in schools is associated with academic success across all socio-economic groups.*
>
> (ELECT, p. 10)

Active family involvement can include parenting in the school setting, communicating with children and other parents, volunteering in the classroom or in organizing school events, helping children learn at home, participating with team members in decision making, and collaborating with the community. Families who are involved are more likely to establish peer networks with other families and to have more information about their children's school (ELECT, p. 10). When parents are able to share their children's home and community experiences, they come to view the school more positively and are eager to sustain the high quality of the Full-Day Early Learning–Kindergarten program.

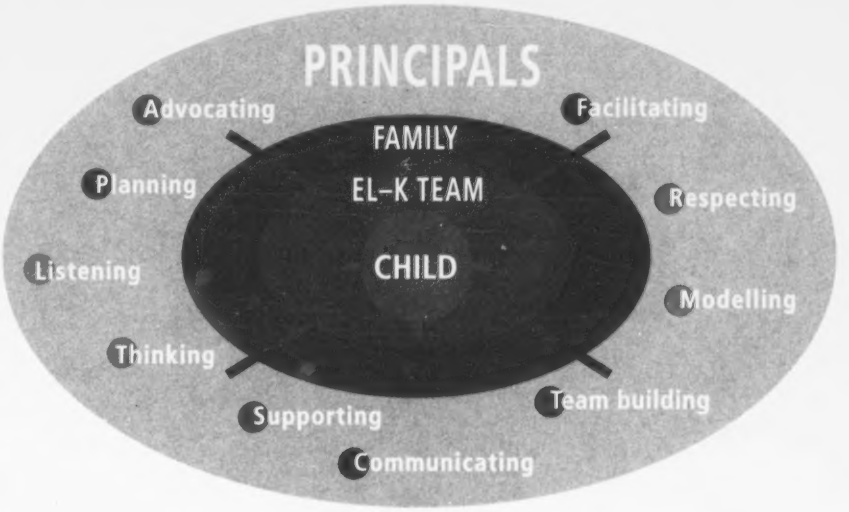
Invite Parent Involvement

- Invite parents to share information about available community resources.
- Talk with parents informally on the playground (if they pick up and drop off their children).
- Establish a parent network for newcomers at the school.
- Post a sign on the door to indicate drop-in times.
- Invite parents to come to the classroom to tell or read stories in their first language, or to create dual-language books for the children.
- Invite parents or community members to participate in a classroom experience, such as cooking or planting a garden.
- Invite parents or community members to talk about their careers (e.g., pharmacist, farmer, taxi driver, miner, veterinarian).
- Invite parents to volunteer in the classroom.
- Ask parents to bring in objects from home for the classroom, such as food containers, boxes, and newspapers or magazines in their first language (for the dramatic play centre).
- Encourage parents to serve on the School Council.
- Invite family and community members (e.g., Elders, grandparents, retired volunteers) to come in and share their stories.
- Plan a picnic with parents and family members on the school grounds or at a nearby park.
- Invite parents to join the class on visits to areas of interest in the community – for example, visit the local market, take photographs, and bring back various kinds of produce to use in vocabulary development.

THE ROLE OF PRINCIPALS

Principle 6: Knowledgeable, responsive educators are essential.

The principal is an integral part of the Full-Day Early Learning–Kindergarten program, working in partnership with the Early Learning–Kindergarten team, parents, and caregivers to ensure that every child has access to the best possible early learning experiences. To support children's learning, the principal should ensure that the Full-Day Early Learning–Kindergarten program is based on research-informed, pedagogically sound, developmentally appropriate practices that support all children and their families.



Principals also play an important role in building professional learning communities that promote collaboration, reflection, and growth, and that enhance teaching and learning in all areas of the Full-Day Early Learning–Kindergarten program.

Principals support and value the development, implementation, and evaluation of coherent programs, and provide leadership in developing a vision and philosophy to guide pedagogy. They create a positive school climate by implementing school-wide policies and practices that respect all families. Principals also ensure that the work environment is one in which the practice of both Kindergarten teachers and early childhood educators is valued and supported.

Developing partnerships with parents and the community is a cornerstone of the Full-Day Early Learning–Kindergarten program. The principal should ensure that open lines of communication exist between the school, parents of children in the program, and the community. Ongoing communication with all education partners will help to encourage their active and positive participation.

THE ROLE OF COMMUNITY PARTNERS

Principle 2: Partnerships with families and communities strengthen the ability of early childhood settings to meet the needs of young children.

It is essential for the Early Learning–Kindergarten team to work with members of the local school community in order to develop familiarity with the community's unique characteristics, strengths, and needs, and the opportunities it affords for learning. At the start of the school year, teachers and families may collaborate with other significant education partners, such as early childhood educators and school and community resource teams, to ensure that the child experiences as smooth a transition to the school environment as possible. Throughout the year, a welcoming and inclusive approach by the Early Learning–Kindergarten team and other members of the school staff can empower community members to become ongoing partners in the child's education. In a multilingual community, it is helpful to arrange for interpreters to be available so that important information can be exchanged and good relationships established.

Projects and activities in early childhood settings can involve learning about community life. Taking field trips to interesting places in the community, inviting community experts to the classroom, and having community members bring in artefacts from the community related to topics of immediate interest to the children are examples of activities that promote learning and bring the local environment into the daily activities of young children. Children benefit from respectful interactions with a variety of community members, and from a sense of connection and engagement with their environment.

TEACHING/LEARNING APPROACHES

Principle 4: A planned curriculum supports early learning.

Young children come to school with an enormous capacity to learn. Important learning and development occur between birth and six years in all areas of human functioning – physical, social, emotional, cognitive, and communication/language. Children develop knowledge and skills at varying rates and through various means. Each child has unique strengths, interests, and needs that require Early Learning–Kindergarten teams to adjust teaching methods and materials accordingly.

> *An effective program for young children begins with an informed understanding of how children learn, and sets specific goals for learning and development. Children have opportunities for sustained interactions with other children, guided by educators with an understanding of early child development.*
>
> (Pascal, *Every Child*, p. 6)

The Full-Day Early Learning–Kindergarten program consists of a balance of exploration or investigation, guided instruction, and explicit instruction. Children need many opportunities to explore and investigate. These experiences allow children to build on their existing knowledge, create and clarify their own new understandings, and experience a variety of approaches to a problem or question. In exploration and investigation, children's autonomy is high, and the Early Learning–Kindergarten team should observe, listen, and question in order to provide the children with the support they need, using the instructional strategy of *scaffolding*. In guided instruction, learning experiences will be thoughtfully planned and guided by team members. While providing guidance, the team should be flexible in order to make the best use of alternatives and strategies that are generated by the children themselves.

Explicit instruction is used to clarify steps, extend an idea in a particular direction, or demonstrate a skill that may be used in a broader context. "Explicit instruction" can mean different things to different people, but the core of the idea in the Full-Day Early Learning–Kindergarten program is that *the focus of the learning is explicit for the children*. For example, if a member of the Early Learning–Kindergarten team is using a fairy tale to model retelling, it is critical that the children understand that they are learning about the skill of retelling and *not* about fairy tales.

Assessment is the key to effective teaching and is the starting point for instruction in the Full-Day Early Learning–Kindergarten program. A well-planned program provides Early Learning–Kindergarten teams with many opportunities for ongoing observation and assessment of children's strengths, needs, and interests. On the basis of this ongoing assessment, teachers should plan instruction to help children build on what they know and extend their thinking. For example, team members might pose open-ended questions, give a direction, ask a child to demonstrate a familiar concept in a new way, or encourage a child to try a new activity.

The sections that follow identify the different types of learning experiences that should be offered and the teaching/learning approaches that should be used in developmentally appropriate Full-Day Early Learning–Kindergarten programs.

THE ROLE OF PLAY IN THE FULL-DAY EARLY LEARNING–KINDERGARTEN PROGRAM

Principle 5: Play is a means to early learning that capitalizes on children's natural curiosity and exuberance.

Play is a vehicle for learning and lies at the core of innovation and creativity. It provides opportunities for learning in a context in which children are at their most receptive. Play and academic work are not distinct categories for young children, and learning and doing are also inextricably linked for them.

It has long been acknowledged that there is a strong link between play and learning for young children, especially in the areas of problem solving, language acquisition, literacy, numeracy, and social, physical, and emotional skills. Young children actively explore their environment and the world around them through a process of learning-based play. When children are manipulating objects, acting out roles, or experimenting with various materials, they are engaged in learning through play. Play, therefore, has a legitimate and important role in early learning and can be used to further children's learning in all areas of the Full-Day Early Learning–Kindergarten program. It is so important that the United Nations has recognized it as a specific right for all children ("Fact Sheet: A Summary of the Rights Under the Convention on the Rights of the Child", Article 31, http://www.unicef.org/crc/files/Rights_overview.pdf, accessed February 11, 2010).

> *Play nourishes every aspect of children's development – it forms the foundation of intellectual, social, physical, and emotional skills necessary for success in school and in life. Play "paves the way for learning".*
>
> Canadian Council on Learning (Early Childhood Learning Knowledge Centre), "Let the Children Play: Nature's Answer to Early Learning", *Lessons in Learning* (Ottawa: CCL, 2006), p. 2

Effective Full-Day Early Learning–Kindergarten classrooms make use of play and embed opportunities for learning through play in the physical environment and play activities (ELECT, p. 15). Both child-initiated free play and more structured play-based learning opportunities should be integral parts of the early learning classroom. Children are offered choices of learning activities that reflect their developmental stages. The learning activities are designed by the Early Learning–Kindergarten team to encourage the children to think creatively, to explore and investigate, to solve problems and engage in the inquiry process, and to share their learning with others.

> *When children are fully engaged in their play, their activity and learning is integrated across developmental domains. They seek out challenges that can be accomplished ... Through play, children learn trust, empathy, and social skills.*
>
> (Pascal, *Every Child*, pp. 8, 9)

Forms of Play: Some Examples

Form of play	Skills and types of learning supported through play	What you might see children doing
Pretend or "pretense" play	• self-regulation • communication • thinking • comparing • planning • investigating • problem solving • experimenting • negotiating • evaluating	• trying out a variety of roles and scenarios • taking the perspective of someone else • making mental representations • getting along
Socio-dramatic play	• literacy acquisition • narrative recall • use of complex language • development of schemas • organization of mental scripts	• determining tasks and goals and carrying them out • storytelling • creating environmental print
Constructive play	• self-regulation • planning • use of language • pretend play • development of fine motor control • development of ability to connect symbols and shapes with letters and numbers in print	• drawing • painting • building • planning • coordinating

Early Learning–Kindergarten team members support children in their play-based learning by:

- providing large blocks of time for both child-initiated and structured play;
- guiding, shaping, engaging in, and extending play but not dictating or dominating it;
- allowing children to be "in charge" of their play – engaging them in the planning of the learning activities and allowing time for unstructured play;
- providing a variety of hands-on, concrete materials, tools, and equipment that encourage children to engage in different forms of play;
- changing materials, tools, and equipment as needed, to guide, shape, enhance, and extend learning;
- asking questions to expand and enhance play;
- observing and monitoring play.

It is important for team members to understand and be able to explain the learning that takes place through play to parents, colleagues, and community partners in order to encourage them to support play at home and in community settings as well, and so to expand children's opportunities for playing and learning.

PLAY-BASED LEARNING: LEARNING THROUGH INQUIRY

Most children are naturally curious about their surroundings. They have an interest in exploring and investigating to see how things work and why things happen. Children have an innate sense of wonder and awe and a natural desire for inquiry. The Full-Day Early Learning–Kindergarten program capitalizes on children's natural curiosity and their desire to make sense of their environment.

However, curiosity on its own is not enough. The guidance of a thoughtful Early Learning–Kindergarten team is essential to enable children to learn through inquiry. The team should use inquiry-based learning to build on children's spontaneous desire for exploration and to gradually guide them to become more focused and systematic in their observations and investigations.

As children move naturally from noticing and wondering about the objects and events around them to exploring, observing, and questioning in a more focused way, the Early Learning–Kindergarten team helps them develop and extend their inquiry process. Team members provide children with opportunities to plan, observe, and gather information, and then to compare, sort, classify, and interpret their observations. They provide a rich variety of materials and resources, and interact with children to clarify, expand, or help articulate the children's thinking. They then encourage children to share their findings with one another through oral and/or visual representations.

Many different skills make up inquiry-based learning for children, and children need numerous opportunities to develop and use these skills as they progress through the Full-Day Early Learning–Kindergarten program. Inquiry skills should not be taught in isolation; they should be integrated into interesting topics and ideas and in children's ongoing play. Some skills need explicit teaching (e.g., using a magnifier, posing questions, analysing data, using graphic organizers), whereas others may be reinforced or practised using different types of activities and investigations (e.g., sorting and categorizing).

The Inquiry Process in Early Learning–Kindergarten Classrooms

Elements of the child's inquiry process	When children are engaged in the inquiry process, they:	When team members are modelling or supporting the inquiry process, they:
Initial Engagement noticing, wondering, playing	• raise questions about objects and events around them	• observe and listen
Exploration exploring, observing, questioning	• explore objects and events around them and observe the results of their explorations • make observations, using all of their senses, and generate questions	• act as facilitators to guide children with thoughtful, open-ended questions • encourage children to observe and talk among themselves and to the team
Investigation planning, using observations, reflecting	• gather, compare, sort, classify, order, interpret, describe observable characteristics and properties, notice patterns, and draw conclusions, using a variety of simple tools and materials	• provide a rich variety of materials and resources, and strategically question and observe children to clarify, expand, or discover the children's thinking • model how to plan, observe, and reflect
Communication sharing findings, discussing ideas	• work individually and with others, share and discuss ideas, and listen to ideas	• listen to the children to help them make connections between prior knowledge and new discoveries

Taking into consideration the strengths, needs, and interests of the children in the class, the Early Learning–Kindergarten team should model the inquiry process and pose questions that encourage, support, and extend the children's learning. For example, the team could ask such questions as the following:

- *"What would happen if...?"*
- *"How would we find out?"*
- *"What are the places in our school yard where we might find worms?"*
- *"What ways can you use to get the water from one container to another?"*
- *"I wonder why your measurement is different from Jasmine's."*

Children begin to ask questions that lead to exploration and investigation. For example, they may ask such questions as the following:

- *"How can this car go faster down the ramp?"*
- *"Where are the biggest puddles?"*
- *"How many legs does a spider have?"*
- *"What happens if I mix blue and red paint?"*

Children begin to communicate ideas and questions while they are experimenting and investigating by describing materials they used, indicating a problem they might have had, or beginning to listen to their peers or offer suggestions to them. They also learn to make predictions and draw conclusions, such as the following:

- *"I think if I use a bigger block on the bottom, my tower won't break. See, it worked! I used this big block and it didn't fall over."*
- *"I think when I mix these paints they will change colour. They made green."*
- *"I thought it would take six footsteps, but it took ten."*

PLAY-BASED LEARNING: LEARNING IN REAL-LIFE CONTEXTS

Using real-life contexts for activities in the Full-Day Early Learning–Kindergarten program is a highly effective way of motivating young learners. Children grasp ideas more easily and more effectively and maintain their interest in school when they have an educational program that enables them to connect their learning to their own lives and the world around them. The program should emphasize the interconnected learning that occurs when children are exposed to real-life situations and activities in the classroom, home, school, and neighbourhood. For example, a trip to the grocery store can develop literacy (e.g., reading signs and labels), numeracy (e.g., finding different ways numbers are used, looking for shapes), and social skills (e.g., listening to other people's ideas, taking turns), and can provide an opportunity to acquire nutritional information. Mathematics often becomes abstract too early for children. Developing concepts within a real-life context allows children to bridge the gap between the concrete and abstract. For example, children need many experiences of investigating the idea that three blocks and two more blocks make five blocks before they will understand $3 + 2 = 5$.

When developing activities using real-life contexts, Early Learning–Kindergarten teams should ask themselves the following questions:

- Do the activities address one or more of the overall expectations?
- Do the activities reflect what we know about how young children learn?
- Do the activities reflect the cultural and linguistic diversity of the children in the class?
- Do the activities involve topics of interest to the children, or are they based on topics that are too abstract for young children to think about deeply and concretely?

Children learn best when dealing with topics they can explore directly and in depth. Abstract topics (e.g., rainforests, penguins, planets) are difficult for children to conceptualize. *The topic of any inquiry should be drawn from things that are familiar to children in their daily lives.*

Integrated Learning

Using real-life contexts can lead to more effective integration of learning throughout the Full-Day Early Learning–Kindergarten program. Integration can provide opportunities for children to explore concepts and to develop and apply skills. There are many models for integration. One model for integrated teaching involves the presentation of concepts to children in a variety of contexts. For example, the mathematical concept of pattern may be presented and developed in activities related to music, stories, fabrics, and natural objects.

Meaningful integration deepens children's understanding of the skills and concepts in each of the subjects that are involved. Through meaningful integration, children can be encouraged to generate new connections and to expand their existing understanding. Integration also helps children see how the knowledge and skills developed in one area can be relevant to other areas.

Integration of the Arts Across the Program

Effective integration of arts activities across the Full-Day Early Learning–Kindergarten program helps support the various learning styles, interests, and strengths of individual children. Integrating the arts with other areas of learning allows children to make meaningful connections between program areas, and can be highly motivating. For example, important links can be made between music and language development. Children can gain an appreciation of the rhythm and flow of language through song. Musical instruments allow children to experience rhythm and beat and to feel the sounds in rhyming stories, songs, or poems. Drama offers children a variety of opportunities to retell stories using props, puppets, masks, and costumes. Drama also gives children the opportunity to respond in role and to take on roles in which they express different points of view, and thus supports the development of empathy. Creative movement and dance provide a vehicle for response and for interpretation of something children have heard, seen, or felt. Through sculpting, painting, constructing, and drawing, children not only express their thoughts and feelings, but may also articulate their learning about their community and place in the world.

Participating in and responding to appropriate arts experiences gives children opportunities to reflect on their own experiences and those of others. These activities can enhance children's self-concept and increase their sense of accomplishment, and can help them develop their oral language ability and their ability to respond to others.

The outdoor world provides an abundance of resources and materials for supporting learning through the arts. Children can discuss the lines, shapes, or textures that they have observed in a field, local park, or school yard. They can listen for different sounds in the environment and watch how animals move, and then imitate the sounds and movements in music and dance activities. They can create art works and musical instruments using found and recycled materials – for example, they can use leaf and shell rubbings in collages.

Art galleries, theatres, museums, and concert venues (where available) provide rich environments for field trips and for exploration of the local community and its resources. Alternatively, local artists, musicians, or dancers could be invited into the school. A number of programs – such as the Ontario Arts Council's Artists in Education program – can assist Early Learning–Kindergarten teams in more fully integrating arts and cultural programming into the classroom.

LANGUAGE DEVELOPMENT AND LITERACY

Oral Language Development

Oral language is the basis for literacy, thinking, and relating in any language. All young children need learning experiences that help them understand, acquire, and build on oral language. The foundations of language development and literacy begin to be established at birth and continue to be built through interaction and communication with adults and other children at home, in child care, in the community, and at school. To foster the language development necessary for literacy, Full-Day Early Learning–Kindergarten programs should be rich in language-oriented activities and resources that build on prior knowledge, that are relevant to the lives of young children, and that provide opportunities for thinking, problem solving, and experimenting.

In a strong literacy program, the Early Learning–Kindergarten team finds opportunities to talk with parents about the importance of having supportive adults or siblings who listen and respond to what young children say, who read to them frequently, who have discussions with them, and who model reading and writing. Listening to someone reading stories and other kinds of texts enables children to learn new words, extend their experiences, and become familiar with the patterns, rhythms, and structures of a language. If a child's first language is a language other than English, the team should also encourage parents to continue to use their own language at home in various ways – for example, telling or reading stories in their own language – as a foundation for language and literacy development in English. It is also important to find opportunities to bring children's first languages into the classroom – for example, by reading dual-language books or using parents or other community members as resources.

Children come to school with vastly different experiences and levels of exposure to literacy. All children are able to learn, and can benefit from classroom experiences that emphasize literacy. On the basis of ongoing assessment and observation, the Early Learning–Kindergarten team will recognize that some children require additional support in the form of focused literacy instruction and experiences to develop literacy. It is important that the team make adjustments to instructional strategies where necessary, and maintain high expectations for all children.

For further information on supporting the development of oral language, Early Learning–Kindergarten teams may consult the ministry's resource document entitled *A Guide to Effective Instruction in Reading, Kindergarten to Grade 3, 2003*, pages 3.11–3.20.

Development of Reading and Writing

Learning to read and write is essential to enable a child to succeed in school and in later life. The Early Learning–Kindergarten team should become familiar with the stages in the process of learning to read and write, and should use this knowledge when planning literacy programs and when assessing children's acquisition of literacy skills. In the earliest stages of literacy development, children mimic the reading process. They begin to understand what reading is and how it works. They learn that what they say can be written down. As children progress, they learn to pay attention to the way print and books work, and they learn that printed letters and words represent the sounds and words of oral language. They become aware that some words rhyme or start or end in the same way, thus developing phonological awareness. They also begin to share their ideas and responses to texts in a variety of ways, learn that writing can communicate a message, and begin to explore different purposes for writing. When they begin to write, they include pictures and symbols and, eventually, familiar or high-frequency words.

They also often use approximate spelling for words that is based on their ability to hear, identify, and manipulate sounds (phonemic awareness) and on their knowledge of letter-sound correspondence (phonics).

For further information on developmental stages in reading and writing, Early Learning–Kindergarten teams may consult the ministry's resource documents entitled *A Guide to Effective Instruction in Reading, Kindergarten to Grade 3, 2003*, pages 12.37–12.40, and *A Guide to Effective Instruction in Writing, Kindergarten to Grade 3, 2005*, page 1.6.

Strategies for Developing an Effective Literacy Environment

Children who are given frequent opportunities to listen and respond to stories, poems, songs, and rhymes in the classroom become motivated to learn the functions and features of print. The Early Learning–Kindergarten team should model beginning reading and writing strategies by "thinking aloud". With encouragement and intentional instruction, children will begin to demonstrate such literacy skills as repeating words, naming characters, and identifying signs, labels, names, letters, and letter sounds. Some children will also begin to demonstrate their thinking and understanding on paper. Generic worksheets, however, should be used with caution; they are rarely effective because their focus is narrow and they provide only limited assessment information on the child's level of understanding. Children will also write for a variety of purposes – for example, they may write brief notes to friends, make grocery lists, or write numbers to record the number of blocks they used.

Children also need many opportunities to pose and answer questions, participate in discussions, and classify information in order to develop their capacity for metacognition and their ability to use higher-order thinking skills involved in critical thinking. For example, after reading about a social issue that is important to children, the Early Learning–Kindergarten team may say "Someone wrote this text. Who is it written for? Let's look at it from the point of view of …". By engaging in such discussions, children will have an opportunity to question their understanding of issues that arise in the classroom, in a book, or among their classmates.

Children should be encouraged to do independent reading and writing. In planning all such activities, teachers should use their knowledge of the stages of development in oral language, reading, and writing. They should also provide children with appropriate materials when they are to be engaged in free exploration, focused exploration, and guided activities.[2]

Full-Day Early Learning–Kindergarten programs should provide opportunities for children to listen to poems, stories, and non-fiction texts for both enjoyment and information. Children should also have opportunities to respond to a variety of materials that are read aloud to them and to demonstrate awareness of written materials, print conventions (concepts of print), and language patterns. The Early Learning–Kindergarten team should provide children with many opportunities to explore texts independently, to retell stories, and to internalize new learning. The team can plan brief, focused, daily experiences that build on a particular concept or set of ideas. They also need to plan intentional and engaging literacy instruction during the day. They can ensure that significant literacy learning is included in play, daily routines, and classroom experiences. The team can also make use of drama, music, visual arts, and media texts to help children develop their communication and literacy skills. In so doing, they can create an effective environment to support young children's learning and development of literacy.

2. An example of a guided activity is guided reading. Because, in guided reading, children read a text with a minimal amount of teacher support, a decision about whether to use guided reading in Early Learning–Kindergarten programs should be based on the learning behaviours, strengths, and needs of individual children. When children understand print concepts, know letters and sounds, and can recognize some sight words, they are ready to participate in guided reading. Therefore, guided reading is not appropriate for children who are still developing these skills. These children require group shared-reading lessons to meet their needs.

EARLY NUMERACY DEVELOPMENT

Learning in Real-Life Contexts

Most young children come to school already knowing a great deal about mathematics. Children bring with them an intuitive knowledge of mathematics, which they have developed through curiosity about their physical world and through real-life experiences. For example, they bring conceptual understanding from their daily experiences with manipulating objects (e.g., fitting different sizes and shapes of a construction toy together), making comparisons (e.g., "I'm taller than you"), making observations (e.g., "This bag is really heavy"), and asking questions (e.g., "Who is taller?" "Who has more cookies?" "How big is it?"). The Early Learning–Kindergarten team should use this prior knowledge as a starting point in developing the critical foundational learning of mathematical principles and concepts that supports achievement in mathematics in later years.

It could also be said that, upon entering school, most children are interested in learning to persist, to try something new, and generally to engage in problem solving. The Early Learning–Kindergarten team plays a critical role in fostering a positive attitude towards mathematics by valuing a child's early attempts at problem solving, by sharing and celebrating the child's learning, and by encouraging in each child a love of mathematics.

Learning in mathematics is no different from learning in other areas of the program in that young children learn best through experiences that are connected and integrated. Children are more motivated to solve problems when the problems are the real-life problems of the classroom. Attempting to solve such problems engages children in posing their own questions and finding a variety of solutions. When the mathematical problems they are exploring are connected to real life, the problems provide a vehicle for children both to apply what they know and to develop new strategies. For example, as children measure the growth of their plants, they begin to see the connections between mathematics and their everyday lives, and they strengthen their understanding in both mathematics and science.

The Early Learning–Kindergarten team should plan programs that build on children's intuitive knowledge of mathematics and make use of real-life contexts. The programs should allow children to explore mathematics and to communicate in meaningful ways with both team members and the children's peers. The team should select learning materials that are appropriate for the level of the children's understanding and the focus of the learning expectations. Children should be encouraged to identify, explore, and discuss mathematics in books that they read, in situations that occur in the classroom (e.g., finding ways of making sure that all children have a place to put their boots), and in situations outside the classroom (e.g., identifying shapes or numbers while on a walk). Early Learning–Kindergarten teams should continually help children clarify what they already know and what they need to do next. On a daily basis, the team can model the formulation of mathematical problems, pose questions, and provide opportunities for children to pose questions, and then provide time for investigating possible answers and solutions.

Developmental Aspects of Learning Mathematics

When planning learning experiences, the Early Learning–Kindergarten team should consider children's cognitive, communication/language, physical, social, and emotional development. The most successful learning takes place when the team plans mathematical experiences that are based on an understanding of the child's total development. The child needs to have the cognitive ability to do the mathematical activity; needs to be able to understand the language of instruction,

including the mathematical vocabulary; needs to have sufficient fine-motor control to manipulate the materials; and needs to be emotionally mature enough to deal with the demands of the activity so that frustration does not set in.[3] Since all children will demonstrate a developmental progression in the understanding of foundational mathematical concepts, the Early Learning–Kindergarten team needs to assess the level of development of each child, plan activities that are appropriate for that child, and decide when and how to intervene if the child has difficulties solving a problem.

Strategies for Developing a Community of Mathematics Learners

When planning for effective learning experiences in mathematics, the Early Learning–Kindergarten team should include a balance of the following elements: activating prior knowledge, engaging in the mathematics, reflecting on the process, and celebrating children's learning. Team members can begin a learning experience by encouraging children to use their prior knowledge to solve a problem. By observing how the children proceed, the team gains insight into what the children already know, and can plan further learning experiences to ensure that the children will have the necessary tools to develop an understanding of the concept being investigated. For four- and five-year-olds, these learning experiences may include reading a story or poem that explores a mathematical concept, asking questions, engaging in problem solving as a group, or dramatizing a number poem or story.

For young children, learning experiences should be hands-on and embedded in a context that is of interest to them. Children need to be able to explore and investigate materials and concepts in concrete ways. Individual learning is supported and extended by both the Early Learning–Kindergarten team and peers. Children should be encouraged to reason, investigate ideas, extend understanding, reflect, and make generalizations. They should also be encouraged to begin to represent their mathematical understandings in ways that are meaningful to them. Some children may begin to represent their thinking on paper, often using pictures and/or numbers and some words; others may use concrete materials. Generic worksheets, however, should not be used; they are rarely effective because their focus is narrow and they provide only limited assessment information on the children's level of understanding. Activities need to be open-ended so that the children can demonstrate their understanding of a concept in a variety of ways. Some children, for example, demonstrate their understanding of the concept of pattern by creating a pattern, but they may not be able to explain the pattern. Some children may sort the zoo animals according to type, but may need guidance to articulate their sorting rule; others may be able to sort in multiple ways and explain their reasoning. In all cases, however, children need to be engaged in doing mathematics, talking about it, listening to others talk, and showing their results and solutions.

Young children have the curiosity and the capability to engage in mathematical thinking and learning. Reflecting on their experiences enables children to consolidate learning. Children need to experience mathematics concepts in depth through revisiting and repeating investigations over a long period of time. This repetition also allows the Early Learning–Kindergarten team an opportunity to identify gaps in children's learning and provide additional support. The team can help children develop and consolidate their understanding through talking, sharing approaches, and celebrating successes, and by encouraging children to demonstrate, describe, and explain, as well as to make connections and identify relationships.

The Early Learning–Kindergarten team can create an effective environment to support young children's learning of mathematics by planning daily hands-on experiences that focus on a particular mathematical concept and by identifying and embedding significant mathematics learning experiences in play, daily routines, and classroom experiences.

3. Adapted from ideas in C. Sophian, "A Prospective Developmental Perspective on Early Mathematics Instruction", cited in *Early Math Strategy: The Report of the Expert Panel on Early Math in Ontario, 2003*, p. 8.

THE LEARNING PROGRAM

The Full-Day Early Learning–Kindergarten program is designed to help children build on their prior knowledge and experiences, form concepts, acquire foundational skills, and form positive attitudes to learning as they begin to develop their goals for lifelong learning. It is also designed as the foundation for a continuum of learning from the early years to Grade 8. Existing programs and procedures should be reviewed to ensure that they are consistent with the learning expectations that children are expected to achieve by the end of the Full-Day Early Learning–Kindergarten program. Boards will decide how the expectations can best be achieved within the Full-Day Early Learning–Kindergarten program that they offer.

The knowledge and skills that the program is intended to help children develop are outlined in the learning expectations section of this document (starting on page 49). The various aspects of the program are described below.

AREAS OF LEARNING, DEVELOPMENTAL DOMAINS, AND "BIG IDEAS"

The Full-Day Early Learning–Kindergarten program consists of six areas of learning – Personal and Social Development, Language, Mathematics, Science and Technology, Health and Physical Activity, and the Arts.

The six areas of learning are based on the five developmental domains – social, emotional, communication/language, cognitive, and physical – that are often used as a basis for early childhood education and Kindergarten programs in Canada and in other countries. Children's development of self-regulation and habits of mind in all areas of learning and in all developmental domains is also a fundamental aspect of the program.

The big ideas given with the six areas of learning in this document are the broad, important understandings that children should retain from their participation in the Full-Day Early Learning–Kindergarten program. The big ideas are based on the expectations for the six areas of learning and on the five developmental domains. Some of the big ideas are based on "essential outcomes" cited in *Every Child, Every Opportunity* (p. 27). All draw on "skills, indicators, and interactions" related to the developmental domains given in the "Continuum of Development" in *Early Learning for Every Child Today* (p. 22).

Links between the areas of learning, the developmental domains, and the big ideas are shown in the chart on page 23.

THE LEARNING EXPECTATIONS

The learning expectations outlined in this document represent the first steps in a continuum of programming from the early years to Grade 8. They describe learning achievements that provide the foundation for successful future learning experiences. Learning expectations are given for the six areas of learning – Personal and Social Development, Language, Mathematics, Science and Technology, Health and Physical Activity, and the Arts.

Areas of Learning	Developmental Domains	Big Ideas
Personal and Social Development	Social, Emotional	Children are connected to others and contribute to their world. Children have a strong sense of identity and well-being.
Language	Communication/Language, Cognitive, Emotional	Children are effective communicators.
Mathematics	Communication (mathematical literacy), Cognitive	Young children have a conceptual understanding of mathematics and of mathematical thinking and reasoning.
Science and Technology	Cognitive	Children are curious and connect prior knowledge to new contexts in order to understand the world around them.
Health and Physical Activity	Physical	Children make healthy choices and develop physical skills.
The Arts	Communication/Language, Cognitive, Emotional, Physical	Young children have an innate openness to artistic activities.

Full-Day Early Learning–Kindergarten programs based on the learning expectations must take into consideration the widest possible range of children's life experiences and situations. *The expectations are not meant to be a set of discrete skills to be developed.* They represent a range of ways of thinking at certain stages in young children's development, and they contain a continuum of concepts and skills that are appropriate for children in the early years, including critical thinking skills.

Two sets of expectations are listed for each area of learning, as follows:

- ***overall expectations***, which describe in general terms the knowledge and skills that children are expected to demonstrate by the end of the Full-Day Early Learning–Kindergarten program
- ***specific expectations***, which describe the knowledge and skills in greater detail

Overall Expectations

Children in the Full-Day Early Learning–Kindergarten program are expected to demonstrate achievement of the overall expectations for each of the six areas of learning by the end of two years in the Full-Day Early Learning–Kindergarten program. Since children entering the Full-Day Early Learning–Kindergarten program vary in their levels of development and previous learning experiences, it is likely that they will demonstrate a considerable range of achievement as they progress towards meeting the overall expectations by the end of the program. *Therefore, the expectations are not designed to address the two years of the program separately.*

For some children, this process will be more challenging than for others. It is therefore important that Early Learning–Kindergarten teams closely monitor the progress of all children in order to provide instruction that will enable all children to reach their full potential. For example, if a child is having difficulty making progress, the Early Learning–Kindergarten team needs to adjust instruction on

the basis of ongoing assessment in order to meet the needs of the child. Similarly, if a child has already achieved some of the stated expectations for the Full-Day Early Learning–Kindergarten program, the team should provide opportunities that deepen and extend the child's learning. Some children may enter the Full-Day Early Learning–Kindergarten program already able to demonstrate achievement of the expectations of the program. These children would need differentiated instruction from the outset.

Specific Expectations

The specific expectations indicate in more detail what children may be expected to demonstrate *as they progress through the Full-Day Early Learning–Kindergarten program.*

The specific expectations are grouped in chart format following the overall expectations. They are listed in the first column of the charts in each area of learning. Information to assist Early Learning–Kindergarten teams is provided in the second and third columns, and occasionally also in the first column (for a general description, see the following section, "Interactions").

Many of the specific expectations are accompanied by examples. There are various kinds of examples – some are provided to emphasize diversity or a variety of perspectives, others are examples of learning contexts. In all cases, the examples are intended as suggestions rather than as an exhaustive or mandatory list. Early Learning–Kindergarten teams do not have to address the full list of examples. They may incorporate the examples into their program, or they may use other contexts or approaches that are relevant to the needs, interests, and ideas of the children.

Since not all young children will learn in the same way at the same time, the range of achievement of the specific expectations will vary according to each child's stage of development. The demonstration of specific expectations will also be different for each child at different times of the year. For example, when demonstrating learning for an overall or specific expectation related to oral communication, one child may give an oral response to a text, another may retell that text at a puppet centre, and still another may indicate a response to the text in his or her home language. The specific expectations are not intended to be used to develop units of study. Rather, they are examples of the broader focus of the overall expectations and indicate directions for program planning that are based on the overall expectations.

INTERACTIONS

Information intended to assist Early Learning–Kindergarten teams is provided in the second and third columns of the charts in each area of learning. Suggestions in the form of "Professional Learning Conversations" are also provided with some overall expectations and with some specific expectations. Information on professional learning conversations and on making connections is given below.

Professional Learning Conversations

Effective Early Learning–Kindergarten teams recognize that their own learning is a continuous and reciprocal process. They learn from each other, from other educators, and from the children and their families. They value the local knowledge and wisdom of community members, including Aboriginal Elders.

Educators who are "reflective practitioners integrate theoretical frameworks, research findings, and their own daily experiences to guide their interactions with young children and their families" (ELECT, p. 19). They are responsible for implementing a program that is thoughtfully planned, challenging, engaging, integrated, developmentally appropriate, and culturally and linguistically responsive, and that promotes positive outcomes for all children.

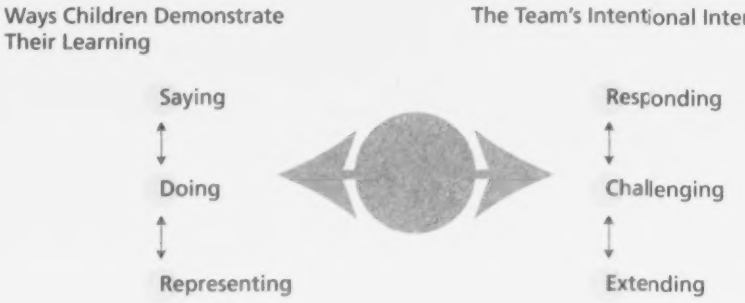
Professional learning conversations provide illustrations of the types of professional learning in which the teams engage. They are examples only, and are not intended to limit the scope of engagement in professional learning by teams.

Professional learning conversations are placed with an overall expectation if they have a broad application to both the overall expectation and the specific expectations related to it. They are placed with a specific expectation if they have a more particular application. In the Science and Technology area of learning, a professional learning conversation follows the box containing all of the overall expectations, since it applies to the whole area of learning.

Making Connections

In order for learning to take place, the brain must be able to make connections and find patterns. As children make connections between the things they already know and new information, their brain creates patterns that help them understand the world around them. It is therefore critical that children in the Full-Day Early Learning–Kindergarten program have multiple and varied opportunities to make connections between previous experiences and new experiences that they are having every day. When the Early Learning–Kindergarten team members see evidence that these connections are being made, they are able to plan the program to support and extend the children's learning.

The two columns in the charts with the headings beginning with "Making Connections" provide illustrations of the multiple learning connections that occur in an effective Full-Day Early Learning–Kindergarten program. The examples indicate interactions between and among the children and between the children and members of the team, as well as relationships between the children and the learning materials. The contents of the two columns are described in more detail in the following sections. The diagram below shows various types of interaction.



Making Connections: Ways in Which Children Might Demonstrate Their Learning

The material in the second column provides examples of narrative modes of assessment that capture children's learning within the contexts of relationships and environments. *Children are not required to demonstrate their learning in all three ways.* While the examples given under "Saying" and "Doing" happen within the school day, there are some examples in the "Representing" section of ways in which learning may be demonstrated at home and shared by parents with the Early Learning–Kindergarten team. When parents are invited to share their stories about learning at home, they become more active and engaged partners in their children's learning.

Saying

These are examples of what a child might say when engaged in an activity alone or with others. They illustrate ways in which children might articulate observations or explain their thinking related to the knowledge and skills outlined in the expectation. They provide further clarification of the variety of ways in which children demonstrate what they know and what they wonder about.

These examples are included to emphasize the importance of encouraging children to talk about what they are learning (oral communication), as well as to provide some guidance for teams on how to model language use and the processes of thinking and reasoning for the children. As a result, the examples given may not always reflect the level of language actually used by the children.

Team members record examples of children's talk as part of their ongoing assessment information. In addition, the team uses examples of children's talk to report to parents. It is essential that the children's home language is valued and encouraged.

Doing

Four- and five-year-old children learn though active engagement, activities, observations, experimentation, and social interaction with others. The social and physical environment invites their active participation and provides challenges to master and problems to solve. These examples illustrate how learning happens for young children in a differentiated learning environment.

Representing

Children are engaged in multiple investigations in a high-quality Full-Day Early Learning–Kindergarten program. Investigation involves formulating questions and finding out about something. Representation involves describing phenomena to oneself or communicating descriptions or ideas to others. As investigation and representation are undertaken, young children involved in real-world studies inevitably develop skills and concepts that are associated with several program areas at once. The examples provided illustrate how children represent their thinking in different contexts and in different ways (e.g., in a painting, talking, creating a structure, writing).

Making Connections: Early Learning–Kindergarten Team's Intentional Interactions

Effective programs for young children begin with an informed understanding of how children learn in order to set specific goals for learning and development. Children have opportunities for sustained interactions with other children, guided by Early Learning–Kindergarten teams who have an understanding of early childhood development. The result is a powerful combination of understanding and interaction that boosts children's development of self-regulation and fundamental knowledge, and underpins their health and well-being, security, and social and emotional competence.

Responding

Examples are given of ways in which a team implements a program that is thoughtfully planned. In the sample responses provided, the team members purposefully plan their program based on an analysis of assessment information gleaned from previous observations. Or they adjust their practice moment by moment in response to immediate events or conversations in their classrooms that give them the opportunity to help a child make connections to prior knowledge by responding to something a child has said or done. For example, the team members may respond by adding or taking away a material, asking a probing or clarifying

question of the child, saying something to the child such as "I notice that you …", or gathering and recording assessment information. In addition, the examples provide contexts and things to look for for principals and parents.

Challenging

Planning of children's learning is based on professional inquiry. Early Learning–Kindergarten teams challenge individual children in order to support not only their development but the development of all of the children in the class. As they respond to the children and plan further learning, team members closely observe and document each child's progress. The examples under "Challenging" illustrate how a team uses this information and scaffolds the children's learning either by presenting new learning opportunities or by adding another element to the learning. For example, team members might do the following:

- ask a critical thinking question, such as "How did you figure that out?"
- add a new material (e.g., "I added some new blocks to see if you could make this structure connect to the other building.")
- invite children to explain or show their learning to others

Extending

The team plays a critical role in extending the children's learning. The team members meet the children "at the edge" of their learning and support them in gradually applying their thinking in different contexts. For example, the team provides opportunities for children to extend their learning at a different centre, in a different group, with a different text, with different children, or in multiple contexts.

Team members analyse and interpret the evidence that they have collected. They are able to assess children's developmental progress and design future contexts for learning. Parents also contribute to the documentation by sharing their understanding of learning that happens at home.

Teams continually gauge children's progress and make connections that recognize and expand children's learning. If a child is struggling, educators who understand child development are able to identify specific strategies or seek out other resources and supports.

ASSESSMENT, EVALUATION, AND REPORTING

Principle 6: Knowledgeable and responsive educators are essential.

Young children show their understanding by doing, showing, and telling. Early Learning–Kindergarten teams need to use assessment strategies of observing, listening, and asking probing questions in order to assess and evaluate children's achievement.

In the Full-Day Early Learning–Kindergarten program, team members work together to monitor, document, and assess children's learning. Formal reports to parents are based on evaluations of children's progress in relation to the Full-Day Early Learning–Kindergarten program expectations. Although it is ultimately the duty of the Kindergarten teacher to ensure that these reports are completed, the information contained in them should be generated through ongoing, day-to-day collaboration and consultation among members of the Early Learning–Kindergarten team.

Members of the team should meet with parents together, in both formal and informal contexts, to help them understand how their children develop and learn, to provide information about how to support learning at home, to share evidence of learning that has been observed at school and at home, and to discuss their children's progress towards achievement of the expectations.

Observation and monitoring are approaches used to gather information about, and evidence of, a child's learning in relation to the expectations of the Full-Day Early Learning–Kindergarten program. Information is gathered through observation over time and in a variety of contexts in the child's daily activity and behaviour, in order to provide rich and rigorous evidence about the child's early learning and development. When monitoring learning, team members observe and report on the child's overall development, rather than focusing on close measurement of discrete skills. An understanding of child development frames the process and guides the focus of observation and monitoring.

Documentation provides an accurate and detailed record of the ongoing evidence of a child's efforts and learning. Team members' observations are captured through notes, pictures, and videos and supplemented by the child's own representations. Parents can contribute to the documentation by sharing their understanding of learning that happens at home.

Assessment refers to the gathering and interpretation of information over time through observable evidence of what a child can do, say, and apply. The primary purpose of assessment is to improve children's learning. The Early Learning–Kindergarten team members analyse and interpret the evidence that they have collected. They are able to assess children's developmental progress and design future contexts for learning that are appropriate to each child's observed strengths, needs, and interests.

Evaluation involves judging the assessment data on the basis of team members' interpretation and analysis to determine the child's progress in achieving the overall learning expectations.

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Assessment is the key to effective teaching. Its primary purpose is to improve children's learning, and it is the starting point for instruction in the Full-Day Early Learning–Kindergarten program. Early Learning–Kindergarten team members interpret and analyse the notes they have taken to document their observations and make plans for further instruction and learning based on their analysis. Team members need to observe, monitor, and document children's learning continually, and regularly report to parents their assessment findings about children's progress towards the achievement of the learning expectations. Team members also provide feedback to the children themselves.

Team members should recognize that, because of the many factors that influence both learning and assessment, the degree of individual children's success in achieving the expectations will vary widely from child to child. Not only will children enter the program at varying stages of development and with diverse backgrounds and experiences, but they will also leave it demonstrating a range of achievement of expectations. It is the responsibility of the Early Learning–Kindergarten team to provide instruction that meets the individual needs of every child throughout the two years of the program.

THE EVALUATION OF OVERALL EXPECTATIONS

All program expectations must be accounted for in instruction, but *evaluation will focus on the child's achievement of the overall expectations.* Achievement of the overall expectations is evaluated on the basis of the child's achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. The specific expectations will assist Early Learning–Kindergarten teams in describing the range of behaviours, skills, and strategies that children demonstrate as they work towards achieving the overall expectations. Team members will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations and which ones will be the focus for instruction and assessment (e.g., through direct observation) but not necessarily evaluated.

PRINCIPLES UNDERLYING ASSESSMENT AND EVALUATION

Children in the Full-Day Early Learning–Kindergarten Program are in their first years of school and are going through the process of adjusting to the school environment. They should be given ample time to demonstrate their learning through varied learning opportunities that are appropriate for their stage of development and that are within the range of things they can do with and without guidance (in their zone of proximal development). Early Learning–Kindergarten teams should also take into consideration that the period of adjustment to school is longer for some children than for others.

Young children will demonstrate their learning in many different ways. Their success in demonstrating what they know or are able to do will also vary, depending on such factors as:

- the time of day;
- the situation;
- the type of questions asked;
- previous experience and familiarity with the content;
- facility with the language of instruction;
- the effectiveness of the team's planning.

To allow for the range of influences that may affect a child's learning at any given time, Early Learning–Kindergarten teams should assess the child's learning on an ongoing basis in the context of everyday experiences, using a variety of strategies and tools.

Assessment strategies should encourage children to show what they know and can do, rather than focus on what they do not know or cannot do.
An assessment that focuses on what children can do takes into account the child's developmental stage. Assessment enables Early Learning–Kindergarten teams to determine how well their planned activities and teaching strategies are working, and to make any changes needed to enable children to achieve the learning expectations. Differentiated instruction will be needed to meet children's individual needs.

METHODS OF ASSESSMENT AND EVALUATION

The methods used for assessing and evaluating children's learning should be clearly identified and based on the learning expectations. Assessment that supports children's learning will enhance the Early Learning–Kindergarten team's observations and understanding of children's knowledge. Team members need to make careful choices about assessment methods to ensure that the methods are developmentally, culturally, and linguistically appropriate. Assessment should be frequent, well planned, and well organized, so that the team is able to assist each child in progressing towards achievement of the overall expectations.

In the early years, the main focus of assessment should be on informal assessment of prior learning and on assessment that is intended to support ongoing learning and to determine instructional methods. For example, before beginning a series of planned activities on patterning, a member of the Early Learning–Kindergarten team may observe children working with pattern blocks, and ask general questions to determine their interests, vocabulary, and knowledge. The team member then introduces a planned activity and continues to observe the children as they work on the task in order to determine what individual children understand and what the direction for further teaching will be.

Observation in the Classroom

Observation and documentation based on an understanding of the areas of emerging developmental skills are the starting points for teaching and learning. Early Learning–Kindergarten teams should use a broad range of pedagogical strategies including co-creating, coaching, bridging, and direct instruction to encourage children's progressively more complex learning. They engage children in sustained shared thinking to solve problems, evaluate situations, or extend narratives.

Observation, as well as the documentation of observations, is the most important method for gaining assessment information about a young child as he or she works and interacts in the classroom. Observation should be the primary assessment strategy used in the early learning program. The Early Learning–Kindergarten team should focus their observations on specific skills, concepts, or characteristics, as described in the learning expectations, and record their observations. Daily observation should include both planned observations and on-the-spot observations. There are various ways of documenting observations, such as using anecdotal notes, checklists, and rating scales.

A well-planned Full-Day Early Learning–Kindergarten program provides team members with many opportunities for ongoing observation and documentation to assess children's strengths, needs, and interests. Observation is the most important aspect of assessment in early learning, and should be an integral part of all other assessment strategies.

Observation notes – Diya L.

January 15:

Writing

- wrote name on sign in the block centre
- included first, middle, and last letters
- used name card to write friend's name too
- looked back at the card before writing each letter

Observation notes – Marcus A.

October 4:

- got up during group time and walked around, looked on shelf, and then came back to the group

October 7:

- during read-aloud, looked away and then returned attention
- waited for his turn to talk during class discussion

Assessment strategies and tools might include the following:

- portfolios
- developmental continua
- age and stage-of-development charts
- videotapes and/or photographs
- records of reading behaviours
- conferences
- self-assessment and peer assessment
- writing samples

Use of Observations of Parents

As discussed earlier in this document, family and community are anchors for children's development and learning. Research shows that increasing families' engagement in their children's learning reaps powerful benefits. "Benefits are greatest when there is planned programming for children and their families and relationships with families are based on mutual trust and respect and are sensitive to family culture, values, language, and composition … Parents want to understand how their children develop and learn. They benefit from observations and information about how to support learning and to recognize how their children are doing. Parents also benefit from contributing to what is offered in the program and what goes into the curriculum. Early childhood programs need family/community perspectives if they are going to serve young children in light of parent and community needs" (ELECT, p. 10).

Communication with children and their parents throughout the assessment and evaluation process is critical to successful learning. Early Learning–Kindergarten teams provide information for parents to assist them in understanding the assessment and evaluation process, including the ways in which assessment helps identify a child's strengths and needs and the next steps for program planning.

The Early Learning–Kindergarten team should gather as much information as possible from the parents and consult with them when assessing the child's adjustment to school and progress towards achievement of the learning expectations. Parents should be invited to observe their child in the classroom setting and to discuss their observations with the team. Also, since parents are familiar with their child's knowledge and skills in the home setting, the team should invite parents to share their observations of their child throughout the school year. Other professionals who may be involved with the child should also participate in program decisions, provided that the appropriate permission has been granted.

REPORTING

Early Learning–Kindergarten teams will communicate findings from assessment and evaluation of achievement to the parents, the child, and others involved in the child's learning. When reporting on what children have achieved, teams will describe the assessment and/or evaluation methods used, the purpose of the assessment, and the expectations for which progress was assessed or achievement evaluated. Reporting throughout the two years of the Full-Day Early Learning–Kindergarten program must always indicate the child's growth and achievement in relation to the learning expectations for the end of the Full-Day Early Learning–Kindergarten program. Reporting should reflect achievement in the skills and strategies that the children are developing as they progress through the program.

The reports must reflect evaluation of achievement in all six areas of learning. Reports should include anecdotal comments on the child's achievement in relation to the overall expectations and the next steps for the Early Learning–Kindergarten teams, as well as next steps for the parents to assist them in supporting their child's learning. Reporting should be ongoing and should include a variety of formal and informal means, ranging from formal written reports and discussions with parents and the child to informal notes to parents and conversations with them.

SOME CONSIDERATIONS FOR PROGRAM PLANNING

DEVELOPMENTAL CONSIDERATIONS FOR CHILDREN

Although human development is complex and varied, the general progression of children's development can be anticipated (Pascal, *Every Child*, p.13). Skills in the five areas of development – physical, social, emotional, cognitive, and communication/language – are likely to emerge in a roughly predictable sequence. Team members need to keep in mind that individual development proceeds at different rates and is influenced by family and community contexts. Team members should also be aware that families may view development differently. For example, views on child-rearing practices and approaches to discipline will vary depending on social and cultural contexts.

In addition to their own observations and the information provided by parents, Early Learning–Kindergarten teams can use the information available through the Early Identification of Children's Learning Needs process to determine individual children's level of development, learning abilities, and needs. This identification procedure is part of an ongoing assessment process that boards are required to initiate when a child first enters school.

When planning programs to meet the needs of individual children, Early Learning–Kindergarten teams should consider a range of developmental assessments of individual children. The following chart offers guidance when making program decisions. The chart is not meant to be a comprehensive list, but highlights key observable behaviours in all five areas of development, and ways of taking them into consideration.

Developmental Area	**Some Observable Behaviours**	**Program Considerations**
	Children:	Early Learning–Kindergarten teams should:
Physical Health and Well-Being	• are active	• provide open space in the classroom for movement • ask children to sit for short periods of time only
	• are developing the hand-eye coordination and visual acuity required for close attention to detail • need small amounts of food that are eaten at regular intervals	• consider the developing physical capabilities of children when asking them to cut with some accuracy or to use a marker or pencil • provide regular opportunities for eating healthy snacks *Note:* Team members must be aware of possible allergies.

Developmental Area	Some Observable Behaviours	Program Considerations
	Children:	Early Learning–Kindergarten teams should:
Social Knowledge and Competence	• are beginning to distinguish between acceptable and unacceptable behaviour • are just beginning to develop the capacity to relate to others	• support and praise acceptable behaviour • provide models and examples of appropriate ways of solving problems (e.g., using words, making positive choices) • provide children with opportunities to become aware of the needs and ideas of others through discussions and sharing
	• need and enjoy social contact to develop a sense of themselves	• provide opportunities to develop social skills in a variety of contexts (e.g., in whole-class activities, at learning centres, when playing cooperatively)
Emotional Maturity	• need to feel valued • have their own interests and ideas • express feelings with actions and words	• provide opportunities for children to express their own points of view • provide opportunities to make independent choices
	• need others to be considerate and to attend to their personal needs	• recognize and accept individual strengths and differences • provide support and, as appropriate, encourage development of independence
Cognitive Knowledge	• are eager to learn • learn through interacting with the environment	• plan learning experiences that are concrete, active, interactive, and connected to the children's world
	• need continuity of experiences (e.g., new learning is connected to prior experiences)	• establish consistent routines • plan a balanced, differentiated program with appropriate learning experiences that support and promote growth for each child and that are based on the learning expectations, on assessments in all five developmental areas, and on the needs and interests of the children • provide opportunities for children to link new learning with prior knowledge

Developmental Area	Some Observable Behaviours	Program Considerations
	Children:	Early Learning–Kindergarten teams should:
	• demonstrate different stages of recognition of letters and numerals along with related concepts	• provide learning opportunities and activities that enable children to work at their individual level of development (within their zone of proximal development)
Communication Skills and General Knowledge	• use language for self-regulation and for expressing needs, imagining, reasoning, and predicting	• provide opportunities for children to use and develop language in a variety of contexts and for a variety of purposes (e.g., planned oral activities)
	• speak in simple sentences and make themselves understood by peers and adults	• take into account children's stage of development in oral language[4]
	• are beginning to develop age-appropriate knowledge about the world around them • learn through exploration, play, discovery, investigation, inquiry, and modelling	• create contexts through which learning can take place in ways that engage children and that build on and expand their learning

4. For information on children's stages of development in oral language and reading, see *A Guide to Effective Instruction in Reading, Kindergarten to Grade 3, 2003.*

THE LEARNING ENVIRONMENT

The key components of the Full-Day Early Learning–Kindergarten program learning environment are:

- the use of space in the classroom and outdoor area;
- the use of time during the day;
- the appropriateness and variety of the resources available, including both people and materials.

In planning programs, Early Learning–Kindergarten teams should ensure that the learning environment is inclusive and that it is one in which children feel comfortable and safe, yet stimulated to learn and explore. The atmosphere the team creates is vital to the emotional development of the children. The environment should be one that encourages empathy, interest in trying new things, and the development of self-confidence.

Early Learning–Kindergarten teams plan instruction for small groups of children and for the whole class, as well as individual learning experiences that address the strengths, needs, and interests of the child and that are within the range of things the child can do with and without guidance (the child's zone of proximal development). The time and purpose for these groupings are determined by a number of factors, such as the length of time the children have been in a school setting; the strengths, needs, and interests of the children; and the focus of instruction.

Children should be provided with large blocks of time and adequate space to work at learning centres. Some examples of learning centres are:

- the book corner, writing centre, word-study centre, and listening centre;
- the block centre;

- the dramatic play centre and puppet centre;
- the sand and water centres;
- the mathematics centre;
- the science and technology centre and discovery centre;
- the visual arts centre.

At such learning centres, children demonstrate the knowledge and skills they are acquiring, and practise and apply new learning both independently and with others. While at learning centres, children learn through play, independent problem solving, and inquiry. They also learn to manage time, make choices, and demonstrate responsibility. Members of the Early Learning–Kindergarten team spend time modelling and teaching children routines for the centres. They monitor and observe children at the learning centres and gather and document assessment information on individual children in order to plan instruction and determine appropriate materials for teaching. Team members also elicit ideas from the children about what materials can be added or removed from centres, as well as ideas they have for changing or adding learning centres.

The whole learning environment should be designed to meet the needs of young children and allow them to demonstrate their progress towards achieving the overall expectations in a variety of ways. In some cases, examples of materials, resources, and learning centres are mentioned in the specific expectations in order to support Early Learning–Kindergarten teams in creating the appropriate environment for young children.

Use of Space

When planning for the use of space in the classroom and outdoors, Early Learning–Kindergarten teams should:

- group related centres and/or materials together (e.g., house, dramatic play, and block centres; painting, visual arts, and design and technology materials; books, dual-language books, the listening centre, a computer, and the writing centre; the mathematics centre, sand table, and water table);
- keep visual displays at children's eye level (e.g., charts, word wall, paintings);
- provide an open area for movement and/or music activities;
- plan for washroom, coat, entry, and dismissal routines and space requirements, including areas and access for children with special education needs;
- use appropriate spaces for a range of activities in the outside play area (e.g., planting, water play, gross-motor activities, science and technology investigations);
- define small areas for dramatic play or specific activities by using dividers or shelves (e.g., house corner, writing centre, store, puppet theatre);
- plan for a large-group meeting area (e.g., for reading aloud, shared reading, interactive writing, introducing a math problem, sharing math strategies) and a place to meet with individuals or small groups;
- ensure that children with mobility issues have easy access to all areas of the classroom;
- ensure that defined areas provide spaces where children with different learning styles can feel comfortable;
- plan for areas for quiet activity and rest (e.g., a dimly lit area with cushions and baskets of books).

Use of Time

When planning time for large-group instruction, Early Learning–Kindergarten teams should consider the attention span of the children, the length of time they have attended school, their familiarity with routines, and their strengths, needs, and interests, so that the time can be adjusted according to the dynamics of the group. Teams should also ensure that routines are simple, modelled, and appropriate, and that they make the best use of the children's time.

When planning time for small-group or individual learning activities, teams should:

- allow for revisiting or extending an activity;
- plan for a balance of team-initiated and child-initiated learning activities;
- plan purposeful interactions at learning centres rather than limit responses to reactions and supervision;
- plan for a daily block of time for play;
- plan for free exploration, focused exploration, and guided activity;
- plan for a daily block of time for child-initiated learning activities, ensuring that there is sufficient time for children to get involved in their activities in depth as well as time for them to organize their materials;
- consider the attention span of the children and plan the amount of verbal instruction accordingly;
- plan for daily literacy and numeracy instruction (such instruction may take place in large and small groups and at learning centres).

Use of Resources

When planning for the use of resources and materials, Early Learning–Kindergarten teams should:

- organize and label materials, resources, and equipment to ensure that children can access and put them away safely and easily (e.g., use symbols, photo labels, and word labels in various languages, where possible, to indicate where things go);
- provide a variety of materials and resources (familiar and novel, simple and complex) for children to explore, manipulate, and use, both in learning activities and in imaginative play;
- consider the need to provide assistive devices and supportive technology and personnel for children with special education needs;
- distribute meaningful and inclusive literacy and numeracy materials throughout the classroom (e.g., provide books at the reading centre; class lists at the word-study centre; number cards to record attendance; dual-language books, writing materials, shopping lists, and newspaper flyers at the house centre; labels at the block centre; sign-up sheets for outdoor riding toys);
- have parent and/or community volunteers and older students, where possible, assist and interact with the children.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Principle 3: Respect for diversity, equity, and inclusion are prerequisites for honouring children's rights, optimal development, and learning.

> *[English language learners] each have a language, a culture, and background experiences. Effective teachers draw on these resources and build new concepts on this strong experiential base.*
>
> Y. S. Freeman and D. E. Freeman, *Closing the Achievement Gap: How to Reach Limited-Formal-Schooling and Long-Term English Learners* (Portsmouth, NH: Heinemann, 2002), p. 16

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the children in Ontario's English-language schools is a language other than English. Ontario's linguistic heritage includes many First Nation and Inuit languages, the Métis

language, and many African, Asian, and European languages. It also includes some varieties of English – also referred to as dialects – that differ significantly from the English required for success in Ontario schools. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English, or varieties of English that differ from the language used in the classroom, are spoken. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

When they start school in Ontario, many of these children are entering a new linguistic and cultural environment. All educators share in the responsibility for these children's English-language development.

English language learners (children who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These children's linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Early Learning–Kindergarten teams will find positive ways to incorporate this diversity into their instructional programs and into the classroom environment.

Most English language learners in Ontario schools have an age-appropriate proficiency in their first language. Although they need frequent opportunities to use English at school, there are important educational and social benefits associated with continued development of their first language while they are learning English. Early Learning–Kindergarten teams need to encourage parents to continue to use their own language at home in rich and varied ways as a foundation for language and literacy development in English. It is also important for teams to find opportunities to bring children's languages into the classroom, using parents and community members as a resource.

In planning programs for children with linguistic backgrounds other than English, Early Learning–Kindergarten teams need to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. For example, children who are in an early stage of English-language acquisition may go through a "silent period" during which they closely observe the interactions and physical surroundings of their new learning environment. They may use body language rather than speech or they may use their first language until they have gained enough proficiency in English to feel confident of their interpretations and responses. Children thrive in a safe, supportive, and welcoming environment that nurtures their self-confidence while they are receiving focused literacy instruction. When they are ready to participate, in paired, small-group, or whole-class activities, some children will begin by using a single word or phrase to communicate a thought, while others will speak quite fluently.

With exposure to the English language in a supportive learning environment, most young children will develop oral fluency quite quickly, making connections between concepts and skills acquired in their first language and similar concepts and skills presented in English. This is especially true if they receive consistent, attentive, and caring support and instruction from the Early Learning–Kindergarten team.

Early Learning–Kindergarten teams play an important role in English-language acquisition by providing a model for English language learners through their own use of simple, concrete language. They can ensure that meaning is conveyed

by using pictures, gestures, and vocal intonation. They can also give English language learners opportunities to practise saying words and phrases through choral speaking in the classroom; through using pattern books, chants, rhymes, and songs; and through engaging in meaningful discussions during learning activities.

Early Learning–Kindergarten teams should create a pleasant, culturally inclusive classroom in which children who are learning a new language feel not only that they belong, but also that they have a voice that is valued and celebrated.

For further information on supporting English language learners, Early Learning–Kindergarten teams may consult the ministry's resource documents entitled:

- *English Language Learners – ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007*
- *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom – A Practical Guide for Ontario Educators, 2005*
- *Supporting English Language Learners in Kindergarten – A Practical Guide for Ontario Educators, 2007*

PLANNING PROGRAMS FOR CHILDREN WITH SPECIAL EDUCATION NEEDS

Principle 3: Respect for diversity, equity, and inclusion are prerequisites for honouring children's rights, optimal development, and learning.

Early Learning–Kindergarten teams are the key educators of children who have special education needs. They have a responsibility to help all children learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. They commit to assisting every child to prepare for living with the highest degree of independence possible.

Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6, 2005 describes a set of beliefs, based in research, that should guide all program planning for children with special education needs. Early Learning–Kindergarten teams need to pay particular attention to these beliefs, which are as follows:

- All students can succeed.
- Universal design[5] and differentiated instruction[6] are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Classroom teachers are key educators for a student's literacy and numeracy development.
- Each student has his or her own unique patterns of learning.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

In any given classroom, children may demonstrate a wide range of strengths and needs. Early Learning–Kindergarten teams plan programs that recognize this diversity and give children tasks and challenges that respect their particular abilities so that all children can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision

5. The goal of Universal Design for Learning (UDL) is to create a learning environment that is open and accessible to all students, regardless of age, skills, or situation. Instruction based on principles of universal design is flexible and supportive, can be adjusted to meet different student needs, and enables all students to access the curriculum as fully as possible.

6. Differentiated instruction is effective instruction that shapes each student's learning experience in response to his or her particular learning preferences, interests, and readiness to learn.

of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.

In planning programs for children with special education needs, Early Learning–Kindergarten teams should begin by examining both the curriculum expectations and the individual child's strengths and learning needs to determine which of the following options is appropriate for the child:

- no accommodations[7] or modifications; or
- accommodations only; or
- modified expectations, with the possibility of accommodations; or
- alternative expectations, which are not derived from the program expectations

With the aid of accommodations alone, some children with special education needs are able to participate in the Full-Day Early Learning–Kindergarten program and to demonstrate learning independently. There are three types of accommodations:

- *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- *Environmental accommodations* are changes that the child may require in the classroom and/or school environment.
- *Assessment accommodations* are changes in assessment procedures that enable the child to demonstrate his or her learning.

If a child requires "accommodations only" in the Full-Day Early Learning–Kindergarten program, assessment and evaluation of his or her achievement will be based on the regular learning expectations for the program.

If the child requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). More detailed information about planning programs for children with special education needs, including children who require alternative programs,[8] can be found in *The Individual Education Plan (IEP): A Resource Guide, 2004* (referred to hereafter as the *IEP Resource Guide, 2004*). For a detailed discussion of the ministry's requirements for IEPs, see *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000* (referred to hereafter as *IEP Standards, 2000*). (Both documents are available at www.edu.gov.on.ca.)

Students Requiring Accommodations Only

Some children with special education needs are able, with certain accommodations, to participate in the regular program and to demonstrate learning independently. (Accommodations do not alter the provincial expectations for the Early Learning–Kindergarten program). The accommodations required to facilitate the child's

7. *Accommodations* refers to individualized teaching and assessment strategies, human supports, and/or individualized equipment.

8. Alternative programs are identified on the IEP form by the term "alternative (ALT)".

learning must be identified in his or her IEP (see *IEP Standards, 2000*, page 11). A child's IEP is likely to reflect the same accommodations for many, or all, learning areas.

Providing accommodations to children with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners.

Students Requiring Modified Expectations

Modified expectations for most children with special education needs will be based on the regular program expectations, with changes in the number and/or complexity of the expectations. Modified expectations must represent specific, realistic, observable, and measurable achievements, and must describe specific knowledge and/or skills that the child can demonstrate independently, given the appropriate assessment accommodations.

EQUITY AND INCLUSIVE EDUCATION

Principle 3: Respect for diversity, equity, and inclusion are prerequisites for honouring children's rights, optimal development, and learning.

The Ontario equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating the discriminatory biases, systemic barriers, and power dynamics that limit the ability of children to learn, grow, and contribute to society. Antidiscrimination education continues to be an important and integral component of the strategy.

In an environment based on the principles of inclusive education, all children, parents, other family members, and other members of the school community – regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors – are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the school community feel safe, comfortable, and accepted. Every child is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all children see themselves reflected in the program, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences.

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all children to work to high levels of achievement, affirms the worth of all children, and helps children strengthen their sense of identity and develop a positive self-image. It encourages staff and children alike to value and show respect for diversity in the school and the broader society. Antidiscrimination education promotes fairness, healthy relationships, and active, responsible citizenship.

> *Preconceived notions about children's ethno-cultural backgrounds, gender, abilities or socioeconomic circumstances create barriers that reduce engagement and equitable outcomes … Addressing prejudices increases the involvement of all children. Early childhood practitioners can take actions to avoid prejudice and to counteract bias when it occurs in early childhood settings.*
>
> (ELECT, p. 12)

Early Learning–Kindergarten teams can give children a variety of opportunities to learn about diversity and diverse perspectives. By drawing attention to the contributions of women, the perspectives of various ethno-cultural, religious, and racial communities, and the beliefs and practices of First Nation, Métis,

and Inuit peoples, they enable children from a wide range of backgrounds to see themselves reflected in the curriculum. It is essential that learning activities and materials used to support the Full-Day Early Learning–Kindergarten program reflect the diversity of Ontario society. In addition, teams should differentiate instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs of all children.

> *Early childhood settings can organize programming to use the diversity of the participants as an asset that enriches the environment for everyone.*
>
> (ELECT, p. 13)

School-community interactions should reflect the diversity of both the local community and the broader society. A variety of strategies can be used to communicate with and engage parents and community members from diverse communities, and to encourage their participation in and support of school activities, programs, and events. Schools may consider offering assistance with childcare or making alternative scheduling arrangements in order to help caregivers participate. Children can also help by encouraging and accompanying their families, who may be unfamiliar with the Ontario school system. Special outreach strategies and encouragement may be needed to draw in the parents of English language learners and First Nation, Métis, or Inuit children, and to make them feel more comfortable in their interactions with the school.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Information and communications technology (ICT) provides a range of tools that can significantly extend and enrich the Early Learning–Kindergarten team's instructional strategies and support children's learning. ICT tools include multimedia resources, databases, the Internet, digital cameras, and an extensive array of specialized software. ICT can also be used to connect children to other schools, at home and abroad, and to bring the global community into the local classroom.

The integration of information and communications technology into the Full-Day Early Learning–Kindergarten program represents a natural extension of the learning expectations, as does the use of other technological devices. Whenever appropriate, therefore, children should be encouraged to use ICT to support and communicate their learning. Current technologies are useful both as research tools and as creative media. Early Learning–Kindergarten teams should be critical consumers of educational software to ensure that the software offers opportunities for higher-level thinking. Programs that promote only rote repetition of facts and information should be avoided.

Although the Internet is a powerful learning tool, all children must be made aware of issues of privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred.

ICT tools are also useful for Early Learning–Kindergarten teams in their teaching practice, both for class instruction and for the design of curriculum units that contain varied approaches to learning to meet the diverse needs of children. A number of educational software programs are licensed through the ministry and are listed on www.osapac.org under the Software/Resource Search link.

HEALTH AND SAFETY

To encourage children to make full use of opportunities for inquiry and experimentation, the learning environment needs to be safe, secure, and inviting. Learning centres need to be stocked with materials and resources that are safe – for example, ones that do not have sharp edges or extruding pieces. Art materials need to be non-toxic, and Early Learning–Kindergarten teams need to be aware of any potential danger that could arise from inappropriate use. Children must be aware of any required safety drills and of ways of interacting with each other to ensure that they are not putting themselves or their peers in danger.

ENVIRONMENTAL EDUCATION

> *Ontario's education system will prepare students with the knowledge, skills, perspectives, and practices they need to be environmentally responsible citizens. Students will understand our fundamental connections to each other and to the world around us through our relationship to food, water, energy, air, and land, and our interaction with all living things. The education system will provide opportunities within the classroom and the community for students to engage in actions that deepen this understanding.*
>
> *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools* (2009), p. 6

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools outlines an approach to environmental education that recognizes the needs of all Ontario students and promotes environmental responsibility in the operations of all levels of the education system.

The three goals outlined in *Acting Today, Shaping Tomorrow* are organized around the themes of teaching and learning, student engagement and community connections, and environmental leadership. The first goal is to promote learning about environmental issues and solutions. The second is to engage students in practising and promoting environmental stewardship, both in the school and in the community. The third stresses the importance of providing leadership by implementing and promoting responsible environmental practices throughout the education system so that staff, parents, community members, and students become dedicated to living more sustainably.

The Full-Day Early Learning–Kindergarten program offers many opportunities for accomplishing these goals. The learning environments for early learning include the school yard, fields and trails in the vicinity of the school, and various other outdoor venues. Teaching children to appreciate and respect the environment is an integral part of being active in these spaces. Appreciating the value of fresh air and outdoor spaces, understanding the environmental benefits of healthy practices such as active transportation (walking, biking) and the environmental implications of various food choices, being aware of the impact of using trails, and understanding the health risks associated with environmental factors such as sun exposure and air pollution are all components of environmental education that can be integrated with learning in Full-Day Early Learning–Kindergarten programs. To facilitate these connections, Early Learning–Kindergarten teams are encouraged to take children out of the classroom and into the world beyond the school to help them observe, explore, and appreciate nature.

As children learn more about themselves through the development of personal and social skills, learn to work effectively and respectfully with others through the development of self-regulation skills, and acquire the capacity for systems thinking through the development of critical and creative thinking skills, they increase their capacity to make connections with the world around them and to become environmentally responsible citizens.

HEALTHY RELATIONSHIPS

Every child is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that children learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between children, between children and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted. Healthy relationships do not tolerate abusive, controlling, violent, harassing, or inappropriate behaviours. To experience themselves as valued and connected members of an inclusive social environment, children need to be involved in healthy relationships with their peers, the Early Learning–Kindergarten team members, and other members of the school community.

Several provincial policies and initiatives, including the "Foundations for a Healthy School" framework, the equity and inclusive education strategy, and the Safe Schools strategy, are designed to foster caring and safe learning environments in the context of healthy and inclusive schools. These policies and initiatives promote positive learning and teaching environments that support the development of healthy relationships, encourage academic achievement, and help all children reach their full potential.

In its 2008 report, *Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships*, the Safe Schools Action Team confirmed "that the most effective way to enable all students to learn about healthy and respectful relationships is through the school curriculum" (page 11). Early Learning–Kindergarten teams can promote this learning in a variety of ways. For example, by giving children opportunities to apply critical thinking and problem-solving strategies and to address issues through group discussions, dramatic play, and other means, they can help them develop and practise the skills they need for building healthy relationships. Teams can also have a decisive influence on children by modelling the behaviours, values, and skills that are needed to develop and sustain healthy relationships, and by taking advantage of "teachable moments" to address immediate relationship issues that may arise among children.

The Personal and Social Development area of learning should include a focus on sexist, racist, and homophobic behaviour, in age-appropriate and developmentally appropriate ways, when healthy relationships are discussed, particularly with respect to bullying/harassment and violence prevention. Examination of other types of harassment, including teasing based on weight, appearance, or ability, should also be addressed. In creating an inclusive and respectful learning environment, Early Learning–Kindergarten teams should be able to examine their own biases and seek out support for presenting material with which they are not comfortable.

The skills that are needed to build and support healthy relationships can be found throughout the Full-Day Early Learning–Kindergarten program. Expectations that focus on the characteristics of healthy relationships and on ways of responding to challenges in relationships introduce children, in age-appropriate ways, to the knowledge and skills they will need to maintain healthy relationships throughout their lives.

CRITICAL THINKING AND CRITICAL LITERACY

Critical thinking is the process of thinking about ideas or situations in order to understand them fully, identify their implications, make a judgement, and/or guide decision making. Critical thinking includes skills such as questioning, predicting, hypothesizing, analysing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives. It involves an inquiry process of exploring questions about and solutions for issues that are not clearly defined and for which there are no clear-cut answers. Children who are taught these skills become critical thinkers who do not merely accept the obvious as a given. Young children are capable of complex and critical thinking provided that critical thinking is introduced in the context of concrete or familiar experiences.

Children use critical thinking skills when they assess, analyse, and/or evaluate the impact of something and when they form an opinion about something and support that opinion with a rationale. In order to think critically, children need to examine the opinions and values of others, detect bias, look for implied meaning, and use the information gathered to form a personal opinion or stance, or a personal plan of action with regard to making a difference. As they gather information from a variety of sources, they need to be able to interpret what they are listening to, reading, or viewing; to look for instances of bias; and to determine why that source might express that particular bias.

In developing critical thinking skills, children must ask good questions to interpret information, detect bias, and consider the values and perspectives of a variety of groups and individuals.

Critical literacy is the capacity for a particular type of critical thinking that involves looking beyond the literal meaning of a text to determine what is present and what is missing, in order to analyse and evaluate the text's complete meaning and the author's intent. Critical literacy goes beyond conventional critical thinking by focusing on issues related to fairness, equity, and social justice. Critically literate children adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable, who benefits from the text, and how the reader is influenced.

Critically literate children understand that meaning is not found in texts in isolation. People make sense of a text, or determine what a text means, in a variety of ways. Children therefore need to be aware of points of view (e.g., those of parents and children), the context (e.g., the beliefs and practices of the time and place in which a text is read or written), the background of the person interacting with the text (e.g., upbringing, friends, school and other communities, education, experiences), intertextuality (e.g., information that a viewer brings to a text from other texts read previously), gaps in the text (e.g., information that is left out and that the reader must fill in), and silences in the text (e.g., voices of a person or group not heard).

Children who are critically literate are able, for example, to actively analyse media messages and determine potential motives and underlying messages. They are able to determine what biases might be contained in texts, media, and resource material and why that might be, how the content of these materials was determined and by whom, and whose perspectives might have been left out and why. Children would then be equipped to produce their own interpretation of the issue. Opportunities should be provided for children to engage in a critical

discussion of "texts", which can include television programs, movies, web pages, advertising, music, gestures, oral texts, and other means of expression. This discussion empowers children to understand how the authors of texts are trying to affect and change them as members of society. Language and communication are never neutral: they are used to inform, entertain, persuade, and manipulate.

Metacognition is the process of thinking about one's own thought processes. Metacognitive skills include the ability to monitor one's own learning. Acquiring and using metacognitive skills has emerged as a powerful approach for promoting a focus on thinking skills in literacy and across all disciplines. Metacognitive skills are developed in a number of ways. The development of personal living skills, for example, equips children to reflect on their own learning as they develop knowledge and skills in all learning areas. Self-regulation skills in particular provide children with the capacity to recognize their strengths and needs and to monitor their progress, and adaptive, coping, and management skills help them respond to challenges and changes as they learn and develop.

THE ROLE OF THE SCHOOL LIBRARY

The school library program can help to build and transform children's knowledge to support a lifetime of learning in an information- and knowledge-based society. The school library program supports success by encouraging children to read and use many forms of text for understanding and enjoyment, and helping them to gather and use information effectively. The school library program enables children to:

- develop a love of reading for learning and for pleasure;
- begin to acquire an understanding of the richness and diversity of artistic and informational texts produced in Canada and around the world;
- begin to appreciate and value the role of public library systems as a resource for lifelong learning.

The school library program plays a key role in the development of information literacy and research skills. In collaboration with Early Learning–Kindergarten teams, teacher-librarians design, teach, and provide children with authentic information and research tasks that foster learning, including the ability to:

- access, select, gather, process, critically evaluate, create, and communicate information;
- use the information obtained to explore and investigate issues, solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives;
- communicate their findings for different audiences, using a variety of formats and technologies;
- use information and research with understanding, responsibility, and imagination.

In addition, teacher-librarians can work with Early Learning–Kindergarten teams to help children to:

- develop literacy in using non-print forms, such as the Internet, CDs, DVDs, and videos;
- design inquiry questions;
- create and produce single-medium or multimedia presentations.

Early Learning–Kindergarten teams are also encouraged to collaborate with both local librarians and teacher-librarians on collecting digital, print, and visual resources for projects (e.g., storybooks on a theme or topic to inspire role play; picture books for inspiration; culture-specific image collections; informational and performance videos). Librarians may also be able to assist in accessing a variety of online resources and collections (e.g., professional articles, image galleries, videos).

THE LEARNING AREAS: PROGRAM EXPECTATIONS

PERSONAL AND SOCIAL DEVELOPMENT

OVERVIEW

The personal and social development of young children lays the social and cognitive groundwork that fosters a love for school, engages the children in the process of learning, and supports future success in school and in life. Early learning programs focus on who the children are, and support and encourage them to reach their full potential. In partnership with the home, the school plays a vital role in developing social competence by providing the tools and knowledge that children will need in order to play a constructive role as citizens.

Children enter early learning programs with a diverse range of needs, experiences, and abilities. The rate at which children adapt to the school environment will vary. The members of the Early Learning–Kindergarten (EL–K) team,* in their relationships with families, play an essential role in facilitating the transition that children face. The EL–K team and families also collaborate with other significant partners, such as school and community resource teams, to ensure the best possible transition to the school environment.

The Full-Day Early Learning–Kindergarten classroom must be an environment where children are affirmed as individuals and as members of a diverse community of learners. The learning and teaching program should provide opportunities for children to discover their strengths, interests, and abilities, put forth their ideas, and develop their relationships with others. The EL–K team members should observe the children in their classrooms in order to plan effectively and should adjust their teaching methods to meet the unique needs of each child. Understanding of the influence of social and cultural contexts on learning enables the EL–K team to recognize and support the children's developing competence and to find a variety of ways in which the children can express their accomplishments. The EL–K team should include learning opportunities that reflect the diverse backgrounds of the children (e.g., stories, songs, dance, poetry, and items from their homes and backgrounds).

Expectations for personal and social development are organized under the subheadings of "Social Development" and "Emotional Development". Young children begin their personal and social development by learning about themselves, about themselves in relationship to others, and about themselves in relationship to the world. Social, personal, and emotional growth and learning develop through interactions with others, and are interconnected with other areas of development, such as cognitive and motor skills. For example, a small group of children engaged in sorting math manipulatives must follow a problem-solving process both mathematically and socially. Children learn cognitive, motor, and social skills when they role-play at the dramatic play centre, experimenting with a variety of social roles (e.g., store clerk, bus driver, grandparent). Children learn to persevere and to work independently as they solve puzzles, create sculptures, and construct models.

* "Early Learning–Kindergarten team" refers to the Kindergarten teacher and the early childhood educator(s) in a Full-Day Early Learning–Kindergarten classroom. The abbreviation "EL–K team" will be used throughout the remainder of the text and in the chart in this section.

"Self-regulation is a deep, internal mechanism that enables children as well as adults to engage in mindful, intentional, and thoughtful behaviors."[9] Nurturing relationships support children's development of self-regulation. The focus shifts from rules that are enforced by adults to ensure compliance to internal guidance that transcends the need for adult reinforcement and direction. The EL–K team members should use their understanding of self-regulation to become attuned to individual differences in children. When the EL–K team members pay attention to differences among individual children and their ability to manage incoming sensory stimulation and challenges, they establish nurturing relationships that strengthen children's capacity for learning.

SOCIAL DEVELOPMENT

Social development includes children's growing abilities to empathize and get along with others. Four- and five-year-old children move beyond an egocentric view of the world and can learn to resolve conflicts and make decisions collaboratively and can develop a sense of community. The ability to work and to learn with others is essential for success in and out of school. Children need opportunities to interact with others in many contexts and for many purposes. As children learn about themselves and their culture, they also begin to understand that all people share similar needs, feelings, and aspirations. In the Full-Day Early Learning–Kindergarten program, children can engage in activities that increase their awareness of others and foster respect for individual differences. They begin to develop understanding of the concepts of equality, fairness, tolerance, and justice in relation to the treatment of minority groups, individuals of both sexes, people with special needs, and those with diverse family structures.

Interactions in the Full-Day Early Learning–Kindergarten program support children's development of the tools and knowledge they require to be constructive citizens. The classroom must be an environment in which children are affirmed as individuals and as members of a diverse community of learners. Understanding the influence of social and cultural contexts on learning enables educators to recognize and support the children's developing competence and to find a variety of ways in which the children can express their accomplishments.

9. Elena Bodrova and Deborah J. Leong, "Developing Self-Regulation in Kindergarten", in *Beyond the Journal – Young Children on the Web* (NAEYC, March 2008), p. 1. Available at http://www.naeyc.org/files/yc/file/200803/BTJ_Primary_Interest.pdf.

Big Idea: Children are connected to others and contribute to their world.

Overall Expectations

By the end of the Full-Day Early Learning–Kindergarten program, children will:

1. identify and use social skills in play and other contexts;
2. demonstrate an ability to use problem-solving skills in a variety of social contexts;
3. demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community.

Overall Expectation 1: identify and use social skills in play and other contexts

Professional Learning Conversations

After attending a professional development workshop, the members of the EL–K team decide to focus on the role of different children in group activities by discussing individual characteristics of the children, such as: "Roy is tall and he can reach the pieces on the top" and "Meika's hands fit in the small holes where the marbles rolled". The team discusses with the children ways in which their individual strengths can be valued and used in the group.

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning** *(Note: Children are not required to demonstrate their learning in all three ways.)*	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
1.1 act and talk with peers and adults by expressing and accepting positive messages *(e.g., use an appropriate tone of voice and gestures, give compliments, give and accept constructive criticism)*	Saying *"Fatima helped me pick up the blocks."* *"I didn't like it when you took my book."* *"That's a good painting."*	Responding A member of the EL–K team observes that children at the block centre are taking blocks from a structure that other children are building. The team members decide to model some strategies on cooperation for the children. They also decide to notice and name positive strategies used by the children (e.g., *"I noticed you listening to Jay's suggestions for building your tower"*) in order to support development of self-regulation.

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Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
	Doing One of the children who participates in the Full-Day Early Learning–Kindergarten program finds her friend's name card in the basket and hands it to her as she arrives in the room. **Representing** Following a session on expressing and accepting positive messages, several parents reported that their children were using this skill at home with siblings and extended family members.	**Challenging** While reading a book aloud, a member of the EL–K team poses the following questions: *"Why is the main character in the story scared? How would you feel? What do you think he could do to make himself feel better?"* **Extending** On the basis of their observations, the team members decide to put more blocks in the block centre so that the children have sufficient materials to build more complex structures.
1.2 demonstrate the ability to take turns in activities and discussions *(e.g., engage in play activities with others, listen to peers and adults)*	**Saying** *"You can be the firefighter this time."* *"I like what you're building. Can I help?"* *"Do you want to look at this book with me?"* *"Let's put on a puppet show."* *"Do you want to be the waiter? I'd like to order a pizza, please."* **Doing** The EL–K team places new materials at the dramatic play centre. One child begins to negotiate roles, and together the children decide who will be the first to use the new materials.	**Responding** Some children are seated in a small group at a table, representing their opinions on a class graph. A member of the EL–K team says, *"I noticed you came back when you saw there was space for you at the table."* **Challenging** The members of the team know that some children in the class have moved beyond parallel play, so they put out a small collection of building materials for making marble runs. Because the team members have limited the amount of materials available, the children have to find ways to work together.

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
	Representing Two children make a list of the new materials and the names of the children who will use them.	**Extending** The team members observe the children at the dramatic play centre solving the problem of who will be the first to use the new materials that have been placed at the centre by the team. The team members ask the children to share their solution, including their list, with the rest of the class.
1.3 demonstrate an awareness of ways of making and keeping friends *(e.g., sharing, listening, talking, helping; entering into play or joining a group with guidance from the EL–K team)*	**Saying** *"Can I play with you? I'll be the ...."* *"You can use this scoop after me."* *"I'll pick up these ones and you can pick up those ones."* **Doing** As the children are coming together into a large group, one of the children notices that another child does not have a place to sit; he moves over, gesturing for the other child to sit. **Representing** One of the children paints a picture and says, *"This is me with my friend in the park."*	**Responding** *"I saw you helping ... with the counting game on the computer."* *"I was watching you share the trucks with the other children at the sand centre."* **Challenging** The EL–K team member who was watching the child share the trucks says, *"Look how many more you have than each of the other children has. How will you work it out so that everyone has the same number of trucks?"* **Extending** The next day, the EL–K team member observes the same child sharing some blocks in a more equitable manner, and models the connection for her by saying, *"You were really thinking – that was just like being fair with the trucks yesterday."*

Overall Expectation 2: demonstrate an ability to use problem-solving skills in a variety of social contexts

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning**	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
2.1 use a variety of simple strategies to solve social problems *(e.g., seek assistance from the EL–K team when needed, develop an awareness of honesty, talk to peers about possible solutions)*	**Saying** *"I tried to tell her I had the ball first but she took it anyway."* *"The snack sign says '3 apple slices' but I took 4."* *"Why don't we try and put this block on the bottom so the building won't fall over?"* **Doing** A group of children are working at the ABC/word study centre. One of the children is looking for a magnetic letter "d" to make her name. One of the other children finds it for her. **Representing** After listening to a story, the children at the dramatic play centre represent their solution to the problem that one of the characters in the book is feeling left out. Their solution is to include everybody so that no one will feel sad.	**Responding** An EL–K team member makes an observation note on a child's suggestions regarding a new way to store the blocks so they are easier to tidy up. **Challenging** A team member asks a small group of children to help solve the problem that water is getting all over the floor at the water table. **Extending** The team lists members of an "expert group" of children to whom other children can go for help with their zippers, buttons, and gloves. Children's names are added as they become "experts" and are able to help other children.

Overall Expectation 3: demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community

Professional Learning Conversations

A group of educators and parents decide to read a book together as part of their professional learning for the year. The focus of the book and their dialogue is to reflect on their own personal biases and assumptions and the impact that those have on the children.

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning**	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
3.1 develop empathy for others, and acknowledge and respond to each other's feelings *(e.g., tell an adult when another child is hurt/sick/upset, role-play emotions with dolls and puppets)*	Saying *"She is crying because she is sad about her friend."* *"You can have this book because you like trucks."* *"Why don't you sit here, then you would feel better."* Doing A few of the children are role-playing at the "Fix-It Shop" in the dramatic play centre. Another child attempts to enter the play and is assigned a role by one of the children: *"You can be the customer because you are a girl."* The other children in the group protest: *"That isn't fair. Girls can fix cars, too!"* Representing One of the children paints a picture showing how he gave his car to his friend who was sick.	Responding The EL–K team models empathic language for the children, such as *"You were showing empathy when you ... "*. In their observation records, the EL–K team notes examples of children showing empathy, which the extended-day member of the team shares with the children's parents. Challenging The EL-K team asks children to predict how others might act as a result of something that has been said or done to them, and to identify the reasons for that behaviour, using examples such as the following: *"If I share ... with someone, she might ...."* *"How might someone react if something he was playing with broke?"* *"How does someone's face show us his or her feelings?"*

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
		Extending After reading a book in which the central character shows empathy, a member of the EL–K team places the book and some puppets in the retelling centre. While the children are re-enacting the story, the team member takes observation notes and makes an audiotape of the children's conversation, and then uses the information to plan further lessons on showing empathy.
3.2 demonstrate respect and consideration for individual differences and alternative points of view *(e.g., help a friend who speaks another language, adapt behaviour to accommodate a classmate's ideas)*	Saying *"I agree with ...."* *"That is just like when I ...."* *"OK, we could try it that way."* Doing With their reading buddies, the children read books about helping others, and show respect for different responses as they read. Representing A group of children make puppets at the visual arts centre for a puppet show after viewing a DVD about respecting different points of view.	Responding *"I notice that you listened to D...'s idea about how to make your tower more stable."* *"I know you are angry with B.... How do you think B... is feeling?"* Challenging The EL–K team observes a group of children debating over what they should build with the blocks. A team member scaffolds the children's learning by prompting their thinking: *"He feels different about what you should make with the blocks. How are you going to solve this problem?"*

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning**	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
		Extending The EL–K team members observe the children to determine the specific contexts in which the children demonstrate consideration of other points of view. They then consider areas where the learning needs to be extended, and plan to build appropriate activities into their learning plans. For example, they plan to read aloud books in which the main character shows respect for other points of view.
3.3 talk about events or retell stories that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others *(e.g., traditions, birthdays, cultural events, myths, Canadian symbols, holidays)*	Saying *"That is my language."* *"My family ...."* *"My uncle told me ...."* Doing At the dramatic play centre, children role-play various events from their experiences. Representing A child brings in a dual-language book he borrowed from the library to show his class a story in his language.	Responding The EL–K team members invite children's family members into the classroom to share stories of important family events, and then invite the children to talk about those events. Challenging An EL–K team member observes a child writing about her family picnic in the dramatic play centre. The team member supports the child while she "stretches out" the words to include all the sounds she heard. Extending The team places books in the block centre that illustrate homes and structures from around the world, ensuring that the images do not represent stereotypes.

EMOTIONAL DEVELOPMENT

The EL–K team nurtures children's development of self-concept, self-reliance, and self-regulation by creating a warm and responsive environment, which contributes to children's ability to experience success. Through a variety of experiences, children begin to see themselves as unique. Children need regular opportunities throughout the day to learn and value the interpersonal skills required to communicate and cooperate with others. As they develop self-confidence, they become more receptive to relating to others, and take pleasure in learning new skills. As children's self-concept develops, they demonstrate autonomy in selecting materials, making choices, and setting goals for themselves. The EL–K team supports children's development of social competence and emotional maturity by modeling problem solving and alternative ways to manage conflict and by affirming positive choices. The EL–K team plays an important role in children's lives, since children who develop a positive self-concept early in life become more successful learners later in life.

Emotional maturity includes the capacity to understand and express emotions with respect for others, to delay gratification, and to adapt responses. As children develop a positive sense of themselves as unique individuals, they acquire self-confidence and become more receptive to relating to others, and they take pleasure in learning new skills. As children's self-concept develops, they demonstrate autonomy in selecting materials, making choices, and setting goals for themselves.

Emotional regulation is central to all of these elements of emotional maturity. Individuals vary in their ability to regulate their emotions – for example, there are differences in reaction time and in the duration and intensity of emotional response. Children's cultural context also contributes to their emotional expression. In their homes, children learn to value particular ways of expressing emotions, and they learn from their families how and when to express emotions to others. When adults understand cultural and individual differences, they can contribute positively to the child's development of a sense of self.

Big Idea: Children have a strong sense of identity and well-being.

Overall Expectations

By the end of the Full-Day Early Learning–Kindergarten program, children will:

1. demonstrate a sense of identity and a positive self-image;
2. demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities;
3. demonstrate an awareness of their surroundings.

Overall Expectation 1: demonstrate a sense of identity and a positive self-image

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning**	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
1.1 recognize personal interests, strengths, and accomplishments	Saying *"I can sing a song in my language."* *"I can reach the lights now."* *"I can skate."* *"I can draw pictures."* *"I helped my dad set the table."* Doing After learning how to do up her own zipper, a child offers to help other children with the zippers on their coats. Representing A child builds a structure with small blocks representing himself playing soccer.	Responding The EL–K team notices and names a child's strengths and accomplishments. *"You were really thinking about how to make your structure stable."* *"You learned to do up your coat, which was so hard for you to do before."* Challenging A group of children use five cubes to see how many different number stories they can make for the number 5. A member of the EL–K team invites the children to share their number stories with another group of children.

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
		Extending The team member then increases the number of cubes, and asks the children to create number stories for the new number.
1.2 identify and talk about their own interests and preferences	Saying *"On the weekend, we went to see the reptiles at the zoo. My favourite is a snake."* *"I like spaghetti better than pizza."* *"Can you help me find some stories about bugs?"* Doing A group of children decide to select books from a basket that are focused on their interest in bugs. Representing A group of children builds a structure at the block centre over several days after talking and thinking about different kinds of buildings.	Responding The EL–K team members observe the children talking about what things they like, such as animals, foods, and activities. They document the responses for use in future planning. Challenging The team members ask the children what changes they would like to make in the dramatic play centre. Extending A team member works with a few children in a small group to make a list of the materials they need to change the dramatic play centre, and then works with another small group of children to gather and set up the new materials.

Specific Expectations	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
As children progress through the Full-Day Early Learning–Kindergarten program, they:		
1.3 express their thoughts *(e.g., on a science discovery, on something they have made)* and share experiences *(e.g., experiences at home, cultural experiences)*	**Saying** *"I think that ...."* *"Look what I did. I ...."* *"In my family we ...."* *"I know how many there is – there's five. I counted them."* **Doing** After hearing a story, a group of children retell and dramatize the story using props at the sand table. **Representing** A group of children show the class how they predicted and then discovered how to move water between two containers by using a tube.	**Responding** An EL–K team member observes children engaged in an inquiry at the water table, and asks them questions such as: *"What did you notice about the way the water moved?"* *"What did you notice when you changed the size of the container?"* **Challenging** A team member supports children to think more deeply about their inquiries by asking questions such as: *"What do you think will happen when ...?"* *"What happened when ...?"* **Extending** The team members videotape children in a small group talking about a book they have just read. The team views the videotape and analyses the information gathered. They then use the information to plan lessons that will extend the children's ability to use language to reflect on their experiences and to present events in proper sequence.
Professional Learning Conversations The EL–K team decides to invite the children to retell family stories, using prompts such as: "Cecil, your mother said that you had a lot of people at your house this weekend. Did you have fun? Tell us about some of the things you did." By being given regular opportunities to tell and hear family stories, children can learn to understand better how they and their families are both alike and different. Freely talking about their own family can also reinforce children's sense of self-respect and pride.		

Overall Expectation 2: demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities

Professional Learning Conversations

After attending a workshop on self-regulation in the early years, the members of the EL–K team talk about how they can support the children in learning how to wait their turn to talk without asking them to raise their hands to speak. They discuss how self-regulation is very different from compliance. They decide to try a think-pair-share activity to scaffold the children's experience with listening and taking turns to talk in group discussions.

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning**	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
2.1 demonstrate self-reliance and a sense of responsibility *(e.g., make choices and decisions on their own, take care of personal belongings, know when to seek assistance, know how to get materials they need)*	Saying *"I can do it by myself."* *"I remembered to bring my hat."* *"I'm going to play in the sand today."* Doing In advance of a neighbourhood walk, the class makes a list of things that they can do to be safe when they are outside the classroom. On the day of the walk, most of the children arrive with a hat and sunscreen. Representing A small group of children makes a sign for the block centre that says, "Please Tidy Up the Blocks".	Responding In order to support the children's development of independence, the EL–K team invites the children to use their name cards to choose the centres they want to work at throughout the day. Challenging Before a class trip outdoors, the EL–K team guides a discussion with the class about things they need to do to prepare to go outside. *"What are some things we each need to remember to bring? How can we make sure that we remember everything?"* *"What are some ways that you can make sure that you have everything that belongs to you throughout the trip?"* Extending After observing the sign making that some of the children initiated at the block centre, the EL–K team invites the children to think about other centres where signs might be needed, and then to create the signs.

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
2.2 demonstrate a willingness to try new activities *(e.g., experiment with new materials/tools, try out activities in a different learning centre, select and persist with challenging activities, experiment with writing)* and to adapt to new situations *(e.g., having visitors in the classroom, having a different teacher occasionally, going on a field trip, riding the school bus)* 2.3 demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks *(e.g., choose learning centres independently, try something new, persevere with tasks)*	Saying *"I'm going to try this hard puzzle again today."* *"Let's try to make it really long."* *"Can you help me hold this tube so it will go into the funnel?"* Doing One of the children who previously had difficulty selecting a place to work chooses to go to the play-dough centre, and is able to work there for a sustained period of time. Representing A child paints a picture and says, *"This is me riding on the school bus for the first time."*	Responding At the request of a child, the EL–K team helps her to hang her painting in the class art gallery. Challenging After observing one of the children working for a sustained period of time at the play-dough centre, the team adds clay to the materials available so that the children have an opportunity to use a different medium. Extending The team observes that a few children always choose to go to the reading centre and/or the writing centre, but rarely try any of the other centres. After sharing their observations with each other, members of the team add writing materials to the sand and water centres. They then observe that the children begin to go to these centres and to use all of the materials at each one.

Specific Expectations	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
As children progress through the Full-Day Early Learning–Kindergarten program, they:		
2.4 begin to demonstrate self-control *(e.g., be aware of and label their own emotions, accept help to calm down, calm themselves down after being upset)* and adapt behaviour to different contexts within the school environment *(e.g., follow routines and rules in the classroom, gym, library, playground)*	Saying *"I'm feeling better now. I'm ready to talk."* *"I'm really frustrated."* *"We get to run in the gym."* Doing While involved in a role-playing activity at the dramatic play centre, a child looks away from the scene but then quickly resumes playing his role. Representing A group of children make a sign and post it by the door. The sign reminds all the children in the class to walk, not run, in the halls when they go to the gym and the library.	Responding During a read-aloud time, a member of the EL–K team observes that a child has moved away from another child in order to solve a problem. The team member says, *"You moved to a spot that works better for you."* Challenging The team members provide opportunities for the children to use language to express and regulate their emotions, and ask questions such as, *"What do you notice happens to your body when you are angry or frustrated?"* Extending The team decides to play music and do yoga to support the children in developing awareness of their body and emotions.
Professional Learning Conversations The EL–K team members have a breakfast meeting with parents on supporting the children's development of self-regulation. At the meeting, one child's mother said, "Whenever he is concentrating on his building blocks at home, he turns his back to the rest of us and focuses on what he is making." This information gives the team an insight into how to help this particular child focus his attention when he is in class.		

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
2.5 interact cooperatively with others in classroom events and activities *(e.g., offer and accept help in group situations, engage in small- and large-group games and activities, participate in democratic decision making)*	**Saying** *"I think we should make sure there is enough for everyone."* *"Thanks for helping me tidy up."* *"You can play with us if you want."* **Doing** A child who has chosen to work alone at centres where there are few other children chooses to join some children at the music centre who are composing rhythmic patterns on the xylophone. **Representing** A group of children create a one-to-one chart to ensure that everyone in the group gets a place at the snack table.	**Responding** Members of the EL–K team document their observations of a child who has joined a group of children for the first time. After observing for several minutes, a member of the team also joins the group. *"I notice that you offered to help tidy up the blocks so that you can all start to build something new together."* *"How will you decide what you want to build? How will you make sure everyone has a job to do?"* **Challenging** The team members hear some of the children talking about how many places would be needed at the snack table, and invite them to think about what would happen if one more person joined the group or if one left the group. **Extending** The team asks the children to solve the problem of sharing computer time if everyone in the class wants time on the class computer.

Overall Expectation 3: demonstrate an awareness of their surroundings

Professional Learning Conversations

At their planning meeting that includes parents, members of the EL–K team reflect on how they could better engage the community. A parent suggests inviting community members to speak to the children about their experiences.

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning**	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
3.1 recognize people in their community and talk about what they do *(e.g., farmer, park ranger, police officer, nurse, Aboriginal healer, store clerk, engineer, baker)* 3.2 recognize places and buildings within their community, both natural and human-made, and talk about their functions *(e.g., farm, church, hospital, mosque, sweat lodge, arena, mine, cave)* 3.3 develop an awareness of ways in which people adapt to the places in which they live *(e.g., children in cities may live in high-rise buildings and use sidewalks and the subway; children in the country may take the bus to school)*	Saying *"I was in the hospital to get my broken arm fixed."* *"I'm making a map of ...."* *"The police officer used the car siren when she came to visit our class."* Doing Two children work at the block centre to create a bake shop. One of the children, whose uncle owns a bakery, explains what materials are needed. Representing Children in a small group use a variety of materials to construct a model of a building in their community that has significance for them.	Responding In preparing the children for a neighbourhood walk, the EL–K team asks the children what they think they might see along the way. The predictions are recorded. The team then invites the children to record what they actually see on the walk, using a variety of ways (e.g., lists, photos, drawings). Challenging After the neighbourhood walk, the team members discuss the findings with the children, using prompts such as: *"Why do children at our school take a school bus to and from home each day?"* *"Some of the children in our class live with their families in high-rise apartment buildings. Do people who live in the country live in apartments? Why or why not?"* Extending The team uses a WIKI to share the children's findings with similar classes in neighbourhoods that are different from theirs. They support the children in comparing and contrasting the various neighbourhoods.

LANGUAGE

OVERVIEW

Using Children's Prior Knowledge and Experience

Before going to school, children have already had a wide range of lived experiences with spoken, written, and visual communication, and have used language in familiar contexts. They have also developed ways of using language that are specific to their cultural and linguistic contexts. By building on the language development and the understandings that children bring to school, the Early Learning–Kindergarten (EL–K) team* can provide children with the learning experiences they need, as well as support and guidance in their learning. By encouraging children to develop competence in language use, team members can also help children learn about the role and power of language in their own lives and in their own and other cultures.

The EL–K team plans programs that allow children to explore language and to communicate their thinking and learning in meaningful ways to both team members and their peers. Team members make decisions about the use of materials and the focus of their teaching that are based both on the learning expectations and on their observations of the children's needs, and they create an environment that supports language learning and literacy in many ways. For example, they provide rich and varied materials and hands-on experiences to encourage talking, reading, writing, and viewing media texts, and they organize the classroom to promote discussion. They also motivate children to attempt new things – such as writing using approximate spellings – and they show that they value these attempts.

The EL–K team uses ongoing assessment to determine children's learning strengths and needs in literacy in an intentional way throughout the day. Team members continually help children to clarify what they already know, and they organize learning experiences and provide support to enable children to build on previous knowledge in small steps and gradually gain independence.

Building on Oral Language

Although children develop skills in reading, writing, and oral language (listening and speaking) from an early age, *oral language must be the foundation of literacy development in the Full-Day Early Learning–Kindergarten program.* Through experience with oral language, children develop the ability to identify and manipulate phonemes (phonemic awareness), build vocabulary, develop awareness of meaning (semantic knowledge), and develop awareness of language structure (syntactic knowledge), and thus develop the foundations for reading and writing. Proficiency in oral language is critical to the success of literacy development. The EL–K team can guide oral language development by listening attentively to and observing children's responses and interactions, by providing models of richer responses to guide children's thinking, and by introducing new vocabulary. Although oral language is the focus of early language learning, reading and writing need to be taught and developed at the same time, so that children can make connections between what they hear, say, read, and write. Listening, speaking, reading, and writing are all interrelated, and development in one area supports development in all the others.

* "Early Learning–Kindergarten team" refers to the Kindergarten teacher and the early childhood educator(s) in a Full-Day Early Learning–Kindergarten classroom. The abbreviation "EL–K team" will be used throughout the remainder of the text and in the chart in this section.

Using the Expectations

The expectations for language are arranged in the following order: oral communication, reading, writing, and understanding of media materials. They are, of course, aspects of an integrated learning process, and are applicable in all areas of learning. For example, a child engaged in a planting/growing activity at the science centre might be: developing the ability to listen to, follow, and retell simple instructions (oral communication); listening for a specific purpose in a "read-aloud" about caring for plants (reading); recording observations of the plant's growth over time, using pictures and/or words (writing); and viewing and discussing a DVD or video about protecting plants in the environment (media literacy).

The expectations are best addressed in ways that are meaningful and relevant for young children and that build on their prior knowledge and experience. In such activities, children can be encouraged to think critically – for example, to look at things from a different point of view or to connect what they are learning to an experience they have had or to information in another text they know. They can also be encouraged to think creatively – for example, to use what they already know in a different context, to represent their thinking through drawing or painting or movement, or to explore a new idea.

Using Assessment in Planning Instruction

In order to support children's individual progress, EL–K team members should plan a variety of learning experiences, including intentional instruction. On the basis of information gathered from ongoing assessment, they should make decisions about the kinds of support, instruction, and materials they need to provide. Children will be involved in small-group, whole-class, and individual learning experiences that address their needs, ideas, and interests and that are within the range of things they can do with and without guidance (in their zone of proximal development).

The duration and purpose of groupings will vary, depending on the length of time the children have been in school, the age and needs of the children, and the focus of instruction. *Children develop knowledge and skills in the various areas of language learning at different rates and in different ways.* As EL–K team members plan activities to meet children's individual needs, they may ask such questions as the following: What can this child do? What does this child know? What does this child need to learn next, and what will support his or her learning in order to meet the overall expectations?

Planning Experiences in Language Learning

Planning for language instruction should include consideration of a wide variety of learning experiences that develop foundational literacy skills. These experiences should encourage children to engage in free exploration, independent discovery, and independent application of what they have learned. Knowledgeable EL–K teams plan purposeful literacy instruction as part of a comprehensive literacy program, including the use of instructional strategies for modelled, shared, guided, and independent literacy learning activities. To support children's progress as language users and learners, team members may provide a variety of levels of support to help the children learn the skills and strategies outlined in the specific expectations. For example, they may plan to focus on a reading strategy, such as making connections. They may model the use of the strategy first by telling the children what a text reminds them of during a read-aloud. They then may encourage the children to do the same to help them make their own connections during other read-alouds or during shared reading of different texts. Team members may also encourage children to make connections independently between various texts if the children seem ready to do so. For example, children could discuss their responses to books that they have selected for independent reading with a small group of classmates in a shared reading activity with the EL–K team.

Literacy in Play-Based Learning

Socio-dramatic play that benefits four- and five-year-old children is complex. It involves shared symbolic representations and actions. Children use language to create a shared pretend scenario. Multiple ideas emerge, and players and materials are incorporated into the play without interrupting its flow. The children are able to coordinate and integrate many roles, often switching roles to extend the play. Children stay engaged in the play for extended periods of time and may continue developing the play over several days. The EL–K team supports complex socio-dramatic play by responding positively to children's play, providing rich and varied materials, making props and materials easily available to children, sharing ideas that extend children's play experiences and enrich the play, monitoring the progress of play, and coaching children who need support to stay part of the shared play scenario. EL–K team members purposefully engage children in literacy play activities such as making grocery lists, reading menus, or filling out appointment books in a veterinarian's office.

Recognizing and engaging in pretence (the central characteristic of dramatic or pretend play) involves an intricate set of activities and understandings. Pretend play is a form of communication that requires the participants to communicate with each other, using language gestures and symbolic gestures to tell and retell stories. In pretend play, children use language and thinking skills to compare, plan, investigate materials, problem solve, experiment, negotiate, and evaluate. Engaging in pretend play also supports children's development of self-regulation and subsequently strengthens their ability to learn through engaging with people and resources in their environment.

Books and storytelling extend children's imagination, memory, vocabulary, understanding of grammar and syntax, thinking ability, and development of self-regulation. Listening to stories allows children to follow simple texts and become familiar with the meaning of print. Retelling stories promotes deliberate memory, logical thinking, and regulation of attention. Creating new stories that have a story line that makes sense is a complex task for four- and five-year-old children and is connected to the skills they acquire in socio-dramatic play.

Building a Community of Literacy Learners

It is important for young children to see themselves as individuals who talk, listen, read, write, and view media texts in order to make sense of their world. Children need time to explore, to reflect, and to make connections between what they know and what they see and read. Children will use language in all areas of learning as they participate in planned, purposeful activities at various learning centres, communicating their thoughts, posing questions, and investigating ideas. By using literacy materials in the learning centres, children learn to see reading and writing as integral aspects of their daily lives. Literacy experiences can be embedded throughout the day in authentic and meaningful ways. Activities should range from team-directed to child-initiated activities, with the goal of encouraging children to develop independence in their language learning.

The EL–K team should ensure that meaningful and inclusive literacy materials are distributed throughout the learning environment. For example, children could examine books about fire trucks at the block centre as they make a fire station; they could use writing materials to make signs or maps for their roads at the sand table; or they could look at and discuss menus as they learn about

ordering foods in restaurants at the dramatic play centre. Children could also learn about the central place of oral language, reading, and writing in their daily classroom routines – for example, by using visuals as they describe the order of events of the day; by using words and pictures to explain the routine for the painting centre; or by reading pictures and labels on materials to find out what they contain or where they should be put away. Development of a positive attitude towards language learning and enthusiasm for using language in all its forms will have a significant impact on children's future success.

For further information on teaching approaches for oral language, reading, and writing, including planning for development of literacy in learning centres, EL–K teams may wish to consult the following resource documents published by the ministry:

- *A Guide to Effective Instruction in Reading, Kindergarten to Grade 3, 2003* (oral language and reading)
- *A Guide to Effective Instruction in Writing, Kindergarten to Grade 3, 2006*

Big Idea: Children are effective communicators.

Overall Expectations

By the end of the Full-Day Early Learning–Kindergarten program, children will:

1. communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts;
2. demonstrate understanding and critical awareness of a variety of written materials that are read by and with the EL–K team;
3. use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials;
4. communicate in writing, using strategies that are appropriate for beginners;
5. demonstrate a beginning understanding and critical awareness of media texts.

Overall Expectation 1: communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts

Professional Learning Conversations

A group of educators discuss the importance of maintaining the child's home language. Their focus is on the role educators can play in helping families recognize the benefits of maintaining their home language, as an integral part of their culture, values, and social attitudes and behaviour.

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning *(Note: Children are not required to demonstrate their learning in all three ways.)*	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
1.1 explore sounds, rhythms, and language structures, with guidance and on their own	**Saying** *"That rhymes with my name."* *"That is the word 'sat'. I know because I know the word 'cat'."* *"My name has three [syllables]."*	**Responding** EL–K team members create a learning centre using a filing cabinet and a table where children can work with magnetic letters. A set of the children's name cards is placed at the centre so that the children can make and break apart their names.

Big Idea: Children are effective communicators.

Overall Expectations

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1. communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts;
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4. communicate in writing, using strategies that are appropriate for beginners;
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Overall Expectation 1: communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts

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Specific Expectations	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
As children progress through the Full-Day Early Learning–Kindergarten program, they:	*(Note: Children are not required to demonstrate their learning in all three ways.)*	
1.1 explore sounds, rhythms, and language structures, with guidance and on their own	**Saying** *"That rhymes with my name."* *"That is the word 'sat'. I know because I know the word 'cat'."* *"My name has three [syllables]."*	**Responding** EL–K team members create a learning centre using a filing cabinet and a table where children can work with magnetic letters. A set of the children's name cards is placed at the centre so that the children can make and break apart their names.

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	Doing A small group of children make their names with magnetic letters. **Representing** A small group of children chant nonsense words to rhyme with their names.	**Challenging** A member of the EL–K team observes two children working at a centre. The team member places a class list at the centre so that the children can work with the names of other children in the class. **Extending** The EL–K team generates rhymes by identifying syllables through actions and in shared, guided, and independent activities such as singing songs or chants or participating in finger plays.
1.2 listen and respond to others for a variety of purposes *(e.g., to exchange ideas, express feelings, offer opinions)* and in a variety of contexts *(e.g., after read-alouds and shared reading or writing activities; while solving a class math problem; in imaginary or exploratory play; at the learning centres; while engaged in games and outdoor play; while making scientific observations of creatures outdoors)*	**Saying** (At the house centre, the block centre, or the visual arts centre): *"What are you making?"* *"I'm making a house."* *"I think you should paint it blue."* (A child takes on the role of parent at the dramatic play centre): *"The baby is crying."* *"Don't cry. I'll change your diaper for you."*	**Responding** The EL–K team places at a learning centre magnifying glasses, paper, and writing tools for sketching and documenting any observations. (*Note:* The children are not required to make a drawing.) **Challenging** *"You are thinking the snow is going to melt. What makes you think that?"* *"You changed your mind after you heard some of the other children's ideas. Why?"*

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	Doing (A small group of children try to predict what will happen to snow when it is taken inside): *"I agree – I think it is going to melt."* *"Let's take pictures of it melting."* **Representing** Children make sketches of the snow melting on their hands.	**Extending** The EL–K team works with the children to post their findings from the snow inquiry on the wall for the children to revisit and share with their families.
1.3 begin to use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond *(e.g., respond to non-verbal directions from the teacher; vary tone of voice when dramatizing; name feelings that are expressed in facial expressions in photos or illustrations; recognize when someone is upset)* **1.4** follow and provide one- and two-step directions in different contexts *(e.g., in classroom routines; in music, drama, and dance activities; in outdoor play; in learning centres; in large-group activities)*	**Saying** *"He was really BIG."* (The child uses a loud voice when reading the word "big".) *"She looks really angry in the picture."* *"First I put on my snow pants, and then I put on my boots."* **Doing** After following the actions that accompany a familiar song, children are invited to make up new actions. **Representing** A child draws a picture of herself with a big smile on her face to show her feelings when her family gets a new kitten for a pet.	**Responding** EL–K team members observe and create a written record of the non-verbal communication used by the children. **Challenging** *"What other actions can we use to show the pattern in the song?"* *"What do we do first when we are tidying up?"* **Extending** During a cooking experience, a member of the EL–K team models procedural writing by recording the steps to follow.

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1.5 use language in various contexts to connect new experiences with what they already know *(e.g., contribute ideas orally during shared or interactive writing; contribute to conversations at learning centres; respond to teacher prompts)* **Professional Learning Conversations** The EL–K team decides during a planning meeting to ask questions that encourage more complex sentences, such as, "I wonder, how do you cook food in the wok?" Or "The red sari has many designs. I see things that shine. What do you see?" Team members agree that they will continue to ask questions that encourage children to express more of their thinking.	**Saying** *"I made a sandcastle like this at the beach."* *"I built a snowman with my sister like the one in the story."* *"I noticed that if I hold the tube up higher the water moves faster."* **Doing** A child changes the height of the tube after several attempts to make the water move faster. **Representing** A child adds a letter to a familiar word during small-group interactive writing.	**Responding** *"What do you notice when we add ...?"* *"That is just like ...."* *"You made a connection."* **Challenging** A member of the EL–K team works with a child on an interactive writing piece. From previous observations, the team member knows what letters the child knows, and uses prompts such as *"That starts like..."* to help the child connect what he already knows to a new context. **Extending** EL–K team members observe the children's interest in and ideas about rain, and pose the following question to the children: *"What do you think we might see after the rain?"* They record the children's ideas. The next day it is still raining. To help children connect their previous thinking to the new experience, team members ask the children, *"What do you think we will see today?"* and extend the thinking by asking, *"What makes you think that?"*

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1.6 use language to talk about their thinking, to reflect, and to solve problems	**Saying** *"I think we should try it like this."* *"I kept trying, and then I did it."* *"I put the big block on the bottom, and then it was stable."* *"I used the picture, and then I knew the word."* **Doing** A child decides to find all the children in the class who have the letter "s" in their name. He uses the name wall and tells another child his plan. This leads to more children joining the investigation. **Representing** During a class sharing time, a small group of children share their solution for joining their structures in the block centre.	**Responding** *"I wonder how you knew that."* *"Were you thinking about …?"* *"How did you use the picture to figure out that word?"* **Challenging** *"How did you figure that out?"* *"What do you think would happen if …?"* *"What sound would we expect to hear at the beginning if the word is …?"* **Extending** *"What were you thinking about?"* *"I wonder if there is another way you could solve that problem."*
1.7 use specialized vocabulary for a variety of purposes *(e.g., terms for things they are building or equipment they are using)*	**Saying** (At the block centre): *"We put a roof on our house."* (At the water table): *"I poured the water into a funnel."*	**Responding** EL–K team members reorganize the visual arts centre. They remove most of the materials in order to have a more "controlled palette", and they add a variety of shiny papers and recycled objects to support the children's growing understanding of the properties of different materials. Through using the materials, the children develop relevant vocabulary.

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	Doing After listening to a book about farming, a child creates a farm at the block centre. *"My silo doesn't have any grain in it yet."* **Representing** A child puts together a collage at the visual arts centre. *"I used 'shiny' objects (things)."*	**Challenging** *"I heard you say you put a roof on your house. I observed the 'angle' you used on the roof."* (The EL–K team member points to the angle while using the word.) **Extending** EL–K team members plan ways to support children's development of vocabulary. One strategy is to model new vocabulary in the context of the children's play at different centres.
1.8 ask questions for a variety of purposes *(e.g., for direction, for assistance, for obtaining information, for clarification, for help in understanding something)* and in different contexts *(e.g., during discussions and conversations with peers and adults; before, during, and after read-aloud activities and shared reading; while making observations on a class walk; in small groups at learning centres)* **Professional Learning Conversations** Children contribute ideas orally during shared or interactive writing, during conversations at learning centres, and in	**Saying** *"Can you help me do this?"* *"Can these two pieces go here?"* *"What is the boy going to do now?"* **Doing** During small-group shared reading, the children ask questions about the book the EL–K team has planned for their reading group. **Representing** The children are invited to write on sticky notes any questions they have about the bird's nest one of the children has brought to class.	**Responding** EL–K team members model different types of questions and use think-alouds to make explicit for the children the purpose for each type of question. **Challenging** During small-group shared reading, an EL–K team member records the children's questions about the book and posts them for the children to revisit. **Extending** EL–K team members invite the children to use the names in the name pocket chart or the names on a class graph to think about such questions as, *"How does knowing how many children came to class today help us figure out how many children are away?"*

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response to prompts such as, "I wonder how you knew that" or "How did you figure that out?" EL–K team members discuss ways to build on these contributions to extend learning. One strategy is to take advantage of children's natural curiosity by recording their questions about things they want to know and ideas that interest them, then posting the questions for other children to see and think about. Another strategy is to discuss the children's explorations and invite the children to use what they have learned to answer a question.		
1.9 describe personal experiences, using vocabulary and details appropriate to the situation **1.10** orally retell simple events and simple familiar stories in proper sequence	**Saying** *"I went to visit my cousin on the weekend."* *"I had a bad cold and a fever, but I am feeling better now."*	**Responding** During a whole-class discussion, EL–K team members model the sequence for retelling. They take digital photographs of the children putting on their winter outdoor clothing in sequence.

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	Doing A small group of children describe and show the steps they took to roll a ball all the way down a ramp without the ball falling off the ramp. **Representing** At the sand table the children retell the story "The Gingerbread Man", based on a book they have just heard in a read-aloud. They use props that have been intentionally placed at the sand table by the EL–K team to retell the events they remember from the story.	**Challenging** EL–K team members invite the children to arrange the pictures of putting on winter outdoor clothing in proper sequence. **Extending** EL–K team members meet with individual children or small groups of children to write sentence strips for each picture in the sequence of "getting dressed to go outdoors in winter". (*Note:* The children are selected based on assessment information.)
1.11 demonstrate an awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words	**Saying** *"That word ends like my name."* *"'Play' and 'day' sound the same."* **Doing** A small group of children work at an ABC word-study centre, making and breaking apart their names. **Representing** A small group of children write a list of rhyming words on transparencies and project them on the overhead.	**Responding** A member of the EL–K team works with a small group of children who the team has determined need additional support with hearing sounds in words. This determination would be based on assessment information. **Challenging** An EL–K team member works with a small group of children who have demonstrated that they can hear the first sound in a word. The team member supports the children's focus on the last sounds in their names. **Extending** EL–K team members generate rhymes and manipulate sounds (replacing or deleting initial sounds) and words in shared, guided, and independent activities such as singing songs or chants or participating in finger plays.

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Overall Expectation 2: demonstrate understanding and critical awareness of a variety of written materials that are read by and with the EL–K team

Professional Learning Conversations

At one session in a series of professional learning sessions with a focus on early literacy, members of EL–K teams read a chapter of a professional book, discuss the key messages from the book, and agree to try some of the strategies from the book in their programs. At the next session, they discuss their observations and what happened when they tried out the strategies.

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2.1 demonstrate an interest in reading *(e.g., expect to find meaning in pictures and text; choose to look at reading materials; respond to texts read by an EL–K team member; reread familiar text; confidently make attempts at reading)* **2.2** identify personal preferences in reading materials *(e.g., choose fiction and non-fiction books, magazines, posters, computerized interactive texts that they enjoy)* in different contexts *(e.g., EL–K team read-alouds, shared experiences in reading books, independent reading time)*	**Saying** *"I like the bug books because I really like spiders."* *"I am making a maze. I read books about mazes all the time."* *"Read the book about Thomas again."* **Doing** In the reading corner, a group of children choose books from a basket. Previously, EL–K team members have worked with the children to sort the books so the children can make informed choices. **Representing** In the dramatic play centre, a group of children role-play characters from a book they have just heard in a read-aloud.	**Responding** EL–K team members document what books the children are choosing in order to gather more books they will be interested in reading. **Challenging** EL–K team members model sharing their individual reading preferences for the children. **Extending** EL–K team members plan discussions focused on "how to choose a good book for yourself" (e.g., by looking at the front cover and the illustrations).

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2.3 demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print *(e.g., start at the beginning of the book; recognize that print uses letters, words, spaces between words, and sentences; understand that printed materials contain messages)*	**Saying** *"That is the title of the book."* *"I know that letter."* *"Look, I remembered the finger space [between words]."* **Doing** Children hold books the right way up, use a finger to demonstrate left to right directionality, and attempt to read the story. They begin to recognize the difference between letters and words. They may follow the print for the class, using a finger or a pointer, as a story is read aloud during shared reading. **Representing** Children write random strings of letters and begin to leave a space between "words".	**Responding** To help children develop basic concepts of print, EL–K team members model print concepts during shared reading and modelled and interactive writing, asking questions such as, *"Where do we start to read?"* **Challenging** EL–K team members place erasable highlighters beside laminated class charts so that children can highlight familiar words. **Extending** EL–K team members create sentence strips and individual word cards for the children to use in reconstructing the texts of familiar class poems.
2.4 respond to a variety of materials read aloud to them *(e.g., paint, draw, or construct models of characters or settings)*	**Saying** *"My grandpa and I collected rocks and we made an Inukshuk like the one in the book."* *"I live in an apartment, too, just like the family in the book."*	**Responding** After reading a book about a forest, EL–K team members ask questions such as, *"How do you think the author feels about forests? How do you think the author wants **us** to feel about forests? Why do you think there are photographs instead of illustrations in the book?"*

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2.3 demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print *(e.g., start at the beginning of the book; recognize that print uses letters, words, spaces between words, and sentences; understand that printed materials contain messages)*	**Saying** *"That is the title of the book."* *"I know that letter."* *"Look, I remembered the finger space [between words]."* **Doing** Children hold books the right way up, use a finger to demonstrate left to right directionality, and attempt to read the story. They begin to recognize the difference between letters and words. They may follow the print for the class, using a finger or a pointer, as a story is read aloud during shared reading. **Representing** Children write random strings of letters and begin to leave a space between "words".	**Responding** To help children develop basic concepts of print, EL–K team members model print concepts during shared reading and modelled and interactive writing, asking questions such as, *"Where do we start to read?"* **Challenging** EL–K team members place erasable highlighters beside laminated class charts so that children can highlight familiar words. **Extending** EL–K team members create sentence strips and individual word cards for the children to use in reconstructing the texts of familiar class poems.
2.4 respond to a variety of materials read aloud to them *(e.g., paint, draw, or construct models of characters or settings)*	**Saying** *"My grandpa and I collected rocks and we made an Inukshuk like the one in the book."* *"I live in an apartment, too, just like the family in the book."*	**Responding** After reading a book about a forest, EL–K team members ask questions such as, *"How do you think the author feels about forests? How do you think the author wants **us** to feel about forests? Why do you think there are photographs instead of illustrations in the book?"*

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
	Doing A small group of children decide to make an alphabet book using their names. They use digital photographs to make it look like a book in their classroom library. **Representing** After focusing on the comprehension strategy of visualization, the children share their images, using words, movement, and/or graphic representation.	**Challenging** After reading a book about a social issue relevant to the class, EL–K team members ask questions such as, *"Who is this book written for? Who is telling the story? How would this story be different if another person or character told the story?"* **Extending** Visualization is a comprehension strategy that is quite abstract for young children but is one way to support understanding of text. For several days the EL–K team focuses on having children practise the strategy of visualizing or making mental pictures in their minds. In order to make this abstract strategy more concrete, EL–K team members plan for the children to practise visualization on a rainy day. After guiding the children's observations of a rainy day, the EL–K team then asks the children to close their eyes and "paint" a picture in their heads of what they have seen. The children share their "pictures" orally. Several days later, the EL–K team reads aloud a poem about the rain, building on the children's prior knowledge to get deeper meaning from the poem.

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	Doing A small group of children decide to make an alphabet book using their names. They use digital photographs to make it look like a book in their classroom library. **Representing** After focusing on the comprehension strategy of visualization, the children share their images, using words, movement, and/or graphic representation.	**Challenging** After reading a book about a social issue relevant to the class, EL–K team members ask questions such as, *"Who is this book written for? Who is telling the story? How would this story be different if another person or character told the story?"* **Extending** Visualization is a comprehension strategy that is quite abstract for young children but is one way to support understanding of text. For several days the EL–K team focuses on having children practise the strategy of visualizing or making mental pictures in their minds. In order to make this abstract strategy more concrete, EL–K team members plan for the children to practise visualization on a rainy day. After guiding the children's observations of a rainy day, the EL–K team then asks the children to close their eyes and "paint" a picture in their heads of what they have seen. The children share their "pictures" orally. Several days later, the EL–K team reads aloud a poem about the rain, building on the children's prior knowledge to get deeper meaning from the poem.

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2.5 make predictions regarding an unfamiliar text that is read by and with the EL–K team, using prior experience, knowledge of familiar texts, and general knowledge of the world around them *(e.g., use the cover pictures and/or title to determine the topic and/or text form)*	**Saying** *"I think it is going to be about a party because there are balloons on the cover."* *"I think the baby is going to cry because babies cry when they are hungry."* **Doing** A child works on making predictions with additional support from a member of the EL–K team. **Representing** A small group of children record a written response to the questions of the day (posted by the EL–K team): *"Do you think it will rain tomorrow? What makes you think that?"*	**Responding** *"What do you think might happen in the book? How did you figure that out?"* **Challenging** *"What in the book makes you think that?"* *"What does the picture tell us about what might happen in the book?"* *"What clues did you use to try and figure that out?"* **Extending** *"What words do you think might be in this book?"* *"What do you know about birds that will help you read this book?"*
2.6 use prior knowledge to make connections *(e.g., to new experiences, to other books, to events in the world)* to help them understand a diverse range of materials read by and with the EL–K team	**Saying** *"I live in an apartment, too."* *"That's just like the other book we read."* *"That book is just like the movie I saw."*	**Responding** EL–K team members model the use of think-alouds to make explicit the reading strategy of using prior knowledge to make connections.

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	Doing During an outdoor inquiry, children use their prior knowledge from investigating shadows (e.g., that shadows move when you move) to investigate what happens to shadows when they sit down. **Representing** A child creates a painting of a snowball melting in her pocket in imitation of an episode in a story she has read.	**Challenging** *"What does that remind you of?"* *"What in the book made you think that?"* *"You built the structure just like in the book."* *"I wonder if you could make other structures just like in the book."* **Extending** EL–K team members support the children as they take digital pictures of their shadow inquiry. The pictures will help them make connections when they revisit the inquiry indoors.
2.7 use illustrations to support comprehension of texts that are read by and with the EL–K team	**Saying** *"It is in a park, because look at the swings."* *"I think they are going to play in the snow because they are wearing snowsuits."* *"I thought it said 'train', but the picture is a truck."* **Doing** A small group of children, with support from a member of the EL–K team, reread a familiar text, using the illustrations to help their comprehension. **Representing** A child makes pictures to illustrate a book he has made about the school.	**Responding** EL–K team members model for the children how they can use the illustrations to help them understand what is happening in the text and figure out words they don't know. **Challenging** *"What do you think the word will be under the sticky note? How can you use the picture to help you figure it out?"* **Extending** EL–K team members introduce the use of pictures/ photographs to support comprehension of a non-fiction text.

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2.8 demonstrate knowledge of most letters of the alphabet in different contexts *(e.g., use a variety of capital and lower-case manipulative letters in letter play; identify letters by name on signs and labels in chart stories, in poems, in big books, on traffic signs; identify the sound that is represented by a letter; identify a word that begins with the letter)*	**Saying** *"It is a 'T'. It starts just like my name."* *"It makes a 'j' sound."* *"I know it is a 'd' because it has a ball and a stick."* *"I see a 'b' like the one in 'book'."* **Doing** After shared reading of some alphabet books, EL–K team members help children create an alphabet book, using the children's names and pictures of objects in the classroom to represent the letters. **Representing** Two children work at a whiteboard with magnetic letters. They sort and compare the letters.	**Responding** EL–K team members place a pocket chart holding the children's name cards beside the magnetic letters and whiteboard, so the children can use the names as a reference. **Challenging** *"If the word is 'boy', what will the first letter be?"* *"If the word is 'snow', what is the first sound? What sound do you hear at the end of the word?"* (*Note:* The EL–K team poses the questions based on assessment information.) **Extending** EL–K team members put the name wall words on Velcro so the children can sort the words by first letter. As the year progresses they add some high-frequency words.

Specific Expectations	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
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2.9 retell stories, in proper sequence, that have been read by and with the EL–K team, using pictures in the book and/or props *(e.g., use props such as finger puppets or flannel-board characters; use plastic models at the sand table to tell the story "The Gingerbread Man")* **2.10** retell information from non-fiction materials that have been read by and with the EL–K team in a variety of contexts *(e.g., read-alouds, shared reading experiences)*, using pictures and/or props	**Saying** *"Humpty Dumpty was sitting on a wall and he fell down. The king and his men tried to help him but he was too broken and they couldn't fix him. The end."* **Doing** Using digital photographs of the life cycle of the class butterflies, a child orally retells the sequence: *"First the butterfly is an egg, and then it turns into a caterpillar. The caterpillar spins a chrysalis, and then it's a beautiful butterfly."* **Representing** A small group of children videotape the life cycle of the butterfly for future viewing and discussion.	**Responding** EL–K team members model the use of pictures and words to retell a familiar experience such as brushing teeth, washing hands, or tidying up the sand. **Challenging** EL–K team members model retelling a fiction text, using the illustrations and words. **Extending** EL–K team members model retelling a non-fiction text, using the photographs and words.

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Overall Expectation 3: use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials

Professional Learning Conversations

Following up on feedback from a meeting with parents, EL–K team members decide to send home a couple of the questions they use when reading with children to help children comprehend the text. They ask some parents to help by translating the following questions into the home language: "What do you think might happen in the book?" "How did you figure that out?" "What does this book remind you of?"

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3.1 begin to use reading strategies to make sense of unfamiliar texts in print *(e.g., use pictures; use knowledge of oral language structures, of a few high-frequency words, and/or of sound-symbol relationships)*	**Saying** *"I knew it was a spider 'cause I used the picture."* *"I know that says 'the'."* *"I made my voice loud here because it gets dark [pointing at the bold print]."* **Doing** During independent reading, a child points to the words, looks at the pictures, and rereads after a miscue. **Representing** A group of children decide to make the dramatic play centre into a bookstore.	**Responding** EL–K team members scaffold the children's application of reading strategies by thinking aloud and asking questions such as: *"Let's do a picture walk of the book."* *"I noticed you looked at the pictures."* *"What makes you think that …?"* **Challenging** *"If you think the word is 'jump', what letter will we see at the beginning when we lift the sticky note?"* **Extending** Assessment information reveals that a small group of children know a number of high-frequency words, have letter and sound knowledge, and are able to read simple patterned text. EL–K team members determine that this group of children would benefit from a guided reading lesson using a non-fiction text.

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Overall Expectation 4: communicate in writing, using strategies that are appropriate for beginners

Professional Learning Conversations

The EL–K team posts the stages of picture making and the stages of writing at the writing centre and on the Family Information Board. At subsequent family conferences, the team members partner with family members to determine how the stages of picture making and writing are exemplified in the samples of their children's work, and together they discuss the child's progress. At their drop-in coffee mornings, several parents comment that talking about the stages of picture making and writing has helped them understand their child's learning process.

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning**	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
4.1 demonstrate an interest in writing *(e.g., choose a variety of writing materials, such as adhesive notes, labels, envelopes, coloured paper, markers, crayons, pencils)* and choose to write in a variety of contexts *(e.g., draw or record ideas at learning centres)* **4.2** demonstrate an awareness that writing can convey ideas or messages *(e.g., ask the teacher to write out new words for them)*	**Saying** *"What does that say?"* *"What does it mean?"* *"I want to write a note to my friend."* **Doing** A child notices the question *"How many scoops?"* posted at the sand table by an EL–K team member. The child begins to count the scoops. **Representing** A child writes a sign at the dramatic play centre to show what movie is playing at the theatre.	**Responding** Assessment information reveals that a small group of children are beginning to show an interest in labelling their pictures. An EL–K team member meets with the children to support their efforts. **Challenging** *"You noticed the question I wrote at the sand table. What did you find out?"* **Extending** EL–K team members invite the children to make additional signs for the movie theatre at the dramatic play centre.

Overall Expectation 4: communicate in writing, using strategies that are appropriate for beginners

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4.3 write simple messages *(e.g., a grocery list on unlined paper, a greeting card made on a computer; labels for a block or sand construction)*, using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words	**Saying** *"This is a word in my language."* *"I used the name wall to help me write [the word]."* *"I wrote 'CLOSED' on the bookstore."* **Doing** Children write letters at the post office centre, make signs at the block centre, record their findings at the water centre, make a list of classmates' names at the dramatic play centre, make greeting cards at the visual arts centre, and create stories in writing or pictures at the writing centre or painting centre. **Representing** A child who is reluctant to write at the writing centre draws a labelled picture of his block structure in the block centre. A child who is learning English writes labels for her picture in her home language.	**Responding** To support children's use of written communication in many contexts, EL–K team members post signs children have written in their home languages. **Challenging** An EL–K team member is sitting beside a child who is writing a description of her inquiry about making a ball roll faster down the ramp. To support the child in hearing and recording sounds, the team member uses prompts such as: *"Stretch the word and listen to the sounds."* *"What sound do you hear at the beginning (middle, end) of that word?"* *"It starts like your name."* **Extending** EL–K team members work with each child to select writing/drawing/painting samples for the child's portfolio. They have portfolio conferences with the children to discuss what the children notice about their development as writers.
4.4 begin to use classroom resources to support their writing *(e.g., a classroom word wall that is made up of children's names, words from simple patterned texts, and words used repeatedly in shared or interactive writing experiences; signs or charts in the classroom; picture dictionaries; alphabet cards; books)*	**Saying** *"I know – I can use the name wall."* *"That is the same as a word from the book."* *"I know this is how you write it because I saw it on the card."*	**Responding** EL–K team members place photographs of the children beside their names on the name wall. In addition they place class lists at several centres as a resource for children's writing.

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	Doing While playing with blocks, a group of children decide they need a secret password for their structure. To write the password, they use the name wall to help them figure out the letters for the words they want to write. **Representing** A small group of children make their own list of names, modelled after a class list. They use the list at the restaurant in the dramatic play centre.	**Challenging** *"What could you use to help you figure out how to write the word?"* **Extending** EL–K team members put words from the word wall on binder rings so they are portable and children can use them at various places in the room.
4.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts **4.6** communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing ***(e.g., make a story map of "The Three Little Pigs" and retell the story individually to an EL–K team member during a writing conference)***	**Saying** *"Let's make a list."* *"I am writing an invitation to my party."* *"I put these labels on my drawing of my structure."* **Doing** A child in the dramatic play centre decides to create an appointment book for the doctor's office. The child also writes appointment cards for the "patients". **Representing** A child makes a drawing of a day at the park and retells his experiences orally to her classmates.	**Responding** An EL–K team member observes that children in the dramatic play centre are making an appointment book and writing appointments in it. The team member joins the play and prompts the children to include the sounds they hear in the words. **Challenging** An EL–K team member works at a writing centre with a small group of children who are designing a mailbox similar to one they have seen outside. A child shows the team member a page with some writing on it and says, *"I think someone wrote me a note but I don't know who."* The team member challenges the child by saying, *"I wonder how you could find out?"*

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
	Doing While playing with blocks, a group of children decide they need a secret password for their structure. To write the password, they use the name wall to help them figure out the letters for the words they want to write. **Representing** A small group of children make their own list of names, modelled after a class list. They use the list at the restaurant in the dramatic play centre.	**Challenging** *"What could you use to help you figure out how to write the word?"* **Extending** EL–K team members put words from the word wall on binder rings so they are portable and children can use them at various places in the room.
4.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts **4.6** communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing *(e.g., make a story map of "The Three Little Pigs" and retell the story individually to an EL–K team member during a writing conference)*	**Saying** *"Let's make a list."* *"I am writing an invitation to my party."* *"I put these labels on my drawing of my structure."* **Doing** A child in the dramatic play centre decides to create an appointment book for the doctor's office. The child also writes appointment cards for the "patients". **Representing** A child makes a drawing of a day at the park and retells his experiences orally to her classmates.	**Responding** An EL–K team member observes that children in the dramatic play centre are making an appointment book and writing appointments in it. The team member joins the play and prompts the children to include the sounds they hear in the words. **Challenging** An EL–K team member works at a writing centre with a small group of children who are designing a mailbox similar to one they have seen outside. A child shows the team member a page with some writing on it and says, *"I think someone wrote me a note but I don't know who."* The team member challenges the child by saying, *"I wonder how you could find out?"*

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
		Extending After the children have been to see a community theatre production, EL–K team members model using a new writing form – a letter to the actors.

Overall Expectation 5: demonstrate a beginning understanding and critical awareness of media texts

Professional Learning Conversations

During a staff meeting, the EL–K team decides to critically assess the media materials in the classroom for relevance and possible bias.

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
5.1 begin to respond critically to animated works *(e.g., cartoons in which animals talk, movies in which animals go to school)* **5.2** communicate their ideas verbally and non-verbally about a variety of media materials *(e.g., describe their feelings in response to seeing a DVD or a video; dramatize messages from a safety video or poster; paint pictures in response to an advertisement or CD)*	**Saying** *"I learned that they put toys in cereal boxes because they want kids to buy them."* **Doing** A small group of children use the props at a retelling centre to dramatize a story they have just heard about children being prejudiced. **Representing** A small group of children make signs about how to be safe on the school bus.	**Responding** To help children develop strategies for reflecting on media texts, EL–K team members ask questions such as: *"Why did people make this cartoon?" "Who likes to watch cartoons or animated works?" "What is it about this cartoon that makes you want to watch it?"* **Challenging** *"Sometimes you buy cereal and there are toys in the box. Why do you think the people who made the cereal put the toys in there?"* **Extending** *"Someone made this poster. What did they want us to see? Why?"*

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
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MATHEMATICS

OVERVIEW

Building on Prior Knowledge and Experience

Mathematics in the Full-Day Early Learning–Kindergarten program builds on children's desire to make sense of their world, and helps them develop and demonstrate their mathematical understanding. Young children use mathematics intuitively and develop their understanding of mathematics through their individual approaches to learning, as well as through their prior experience of their linguistic, family, cultural, and community backgrounds. It is therefore important that children's existing conceptual understanding of mathematics be valued and that children be introduced to mathematical concepts in an appropriate manner and at an appropriate time in their development. Children also need to be given learning experiences that are within the range of things they can do with and without guidance (that is, in their zone of proximal development).[10]

Providing Rich Problems and Connections to Real Life

Problem solving and reasoning that involve the "big ideas"[11] of mathematics are the foundations of mathematics in Full-Day Early Learning–Kindergarten classrooms. Rich mathematical problems involve important mathematical ideas and arise out of real-life situations, and can be approached in a variety of ways so that all children can be involved in exploring solutions. Solving such mathematical problems requires persistence, since they do not have one easy-to-find correct answer. Through active participation in mathematics investigations, including problem solving and discussions, children develop their ability to use mathematics as a way of making sense out of their daily experiences.

Providing Balanced Mathematics Instruction

The expectations for mathematics cover the following categories:

- Number Sense and Numeration (quantity relationships; counting; operational sense)
- Measurement (attributes, units, and measurement sense; measurement relationships)
- Geometry and Spatial Sense (geometric properties; geometric relationships; location and movement)
- Patterning (patterns and relationships)
- Data Management and Probability (collection and organization of data; data relationships; probability)

To ensure continuity with the mathematics curriculum for Grades 1 to 8, the above categories are largely the same as the strand titles in *The Ontario Curriculum, Grades 1–8: Mathematics, 2005*. The text in parentheses, which indicates the subtopics in each category, is also largely the same as the headings for the subgroupings of the specific expectations for Grades 1 to 8. (The only differences are in Patterning.)

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10. Adapted from *Early Math Strategy: The Report of the Expert Panel on Early Math in Ontario* (Toronto: Ministry of Education, Ontario, 2003), pp. 7–9.

11. Further information on the "big ideas" can be found in the introductory sections of Ministry of Education, Ontario, *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3: Number Sense and Numeration, 2003*, and *Geometry and Spatial Sense, 2005*.

In addition to the expectations in each of these categories, a list of seven "mathematical processes" is provided (see pages 94–96). These processes, which are also the same as the processes given in the curriculum policy document for Grades 1 to 8, are essential to the effective study of mathematics. Children need to learn and apply them in every aspect of their exploration of mathematical concepts. When developing their Full-Day Early Learning–Kindergarten mathematics program from this document, Early Learning–Kindergarten (EL–K) teams* are expected to weave together the mathematical processes and related expectations from the five mathematics categories, as well as relevant expectations from other areas of learning (e.g., science and technology, language, the arts). It is important that the study of various aspects of everyday life should permeate young children's mathematical experiences.

In several expectations in Number Sense and Numeration, key concepts of counting[12] are introduced either as the focus for the expectation ("movement is magnitude" [quantity], "one-to-one correspondence", "stable order", and "order irrelevance") or in examples ("conservation", "cardinality", and "abstraction"). The key concepts of counting are interrelated, and are not necessarily developed in a linear fashion – for example, a child might learn some aspects of one concept, move on to another concept, and then return to work on other aspects of the first concept. Children demonstrate their understanding of these counting concepts in all five areas of mathematics – for example, a child might demonstrate his or her understanding of one-to-one correspondence while analysing data on a graph made by the class.

* "Early Learning–Kindergarten team" refers to the Kindergarten teacher and the early childhood educator(s) in a Full-Day Early Learning–Kindergarten classroom. The abbreviation "EL–K team" will be used throughout the remainder of the text and in the chart in this section.

12. Key concepts are described in *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3: Number Sense and Numeration*, pp. 7–8.

On the basis of what we know about young children's learning, mathematics in the early years must be active, hands-on, child-centred, and problem-based. Concrete materials provide children with tactile experiences to help them explore and describe mathematical problems and solutions. Questioning is a very important aspect of mathematics in the Full-Day Early Learning–Kindergarten program. EL–K teams should provide models of a range of question types to promote problem solving and to probe and challenge children's mathematical thinking and reasoning. These teams should also create an environment in which children are encouraged to pose mathematical questions, explore, and investigate. It is important that good questioning be interwoven throughout the Full-Day Early Learning–Kindergarten program and that children's literature, music, or art work be used as starting points for mathematics activities.[13] Reading books aloud and in shared reading contexts provides real links between literature and mathematical ideas, since some stories use mathematical terminology and/or contain illustrations of mathematical concepts. Reading can also give children a sense of how mathematics is connected with other aspects of life, such as science and the arts. Children should therefore be given many opportunities to demonstrate their understanding in a variety of ways – for example, by constructing concrete models, by describing their understanding in their first language, and/or by making drawings to illustrate a mathematical concept.

EL–K teams should provide children with planned opportunities every day to develop their mathematical understanding by incorporating high-quality investigative learning experiences that involve the use of mathematics manipulatives. These teams can introduce mathematical concepts, strategies, and vocabulary in carefully planned hands-on activities at various learning centres in the classroom and can provide children with opportunities to explore mathematical concepts

13. Adapted from *Early Math Strategy: The Report of the Expert Panel on Early Math in Ontario*, p. 24.

and strategies in a wide variety of ways. Opportunities can be found daily to encourage children to reflect on and extend their understanding of mathematics as it occurs in their everyday activities, play, and conversations. Children should also be provided with ready access to a wide range of concrete materials, such as found objects, commercial products, tools, and equipment, so that they can develop a beginning understanding of how to use various materials to explore mathematical concepts.

It is important for young children to see themselves as mathematicians as they investigate their world. Children need time to practise and consolidate their learning through mathematical investigations that take place through free exploration, focused exploration, and guided activity. They also need time to reflect and to make connections. Developing a positive attitude towards mathematics and the ability to persevere in solving problems will have a significant impact on children's future success.

For further information on early mathematics instruction, teachers may wish to consult the following resource documents published by the ministry:

- *Early Math Strategy: The Report of the Expert Panel on Early Math in Ontario, 2003*
- *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3, 2004*
- *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3: Number Sense and Numeration, 2003*
- *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3: Geometry and Spatial Sense, 2005*
- *Helping Your Child Learn About Math, 2003*

THE MATHEMATICAL PROCESSES FOR EARLY LEARNERS

The seven mathematical processes that are provided below are to be integrated into children's learning associated with all of the Full-Day Early Learning–Kindergarten mathematics expectations. The need to highlight these processes arose from the recognition that children should be actively engaged in applying them *throughout* the mathematics program, rather than only in connection with particular groups of expectations (e.g., expectations for number sense and numeration, measurement, or geometry and spatial sense).

The mathematical processes that support effective learning in mathematics are as follows:

- problem solving
- reasoning and proving
- reflecting
- selecting tools and strategies
- connecting
- representing
- communicating

Mathematical Processes	Suggestions for Teachers
Problem Solving Children begin to develop and apply problem-solving strategies, and persevere when solving problems and conducting mathematical investigations.	Teachers can provide models for problem solving. As children investigate possible solutions, they begin to develop an understanding that there is often more than one way to solve a problem and that problems can be solved in collaboration with others. Teachers provide opportunities for children to highlight and describe the various ways they solved the problem.
Reasoning and Proving Children apply developing reasoning skills (e.g., pattern recognition, classification) to create and investigate possibilities (e.g., through talk and through models provided by the teacher and sometimes by other children).	Teachers can observe each child's own mathematical strategies, and pose questions that reveal the child's thinking (e.g., "How did you decide to …?" "How did you know what came next in the pattern?" "What do you think will happen? How can you show me?" "Does anyone else have an idea?"). Teachers use their observations to plan and adapt instruction.
Reflecting Children demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g., explain to others how they solved their problem).	Teachers provide models of reflective statements and questions to help the children deepen their understanding (e.g., "How many different ways did we …?" "How many more do you think we need now?" "You have a good start with this pattern. Is there another way you could …?" "Would looking at Nancy's pattern help?" "What could you do to …?").
Selecting Tools and Strategies Children select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems.	Teachers observe how children select and use materials so that they can plan and adapt instruction. Teachers provide the children with models of different ways to use a variety of tools and strategies (e.g., strategies for counting). Teachers provide children with opportunities to share the different ways they use tools and strategies.
Connecting Children begin to make connections among mathematical concepts and notice examples of mathematics in their everyday life.	The mathematical experiences for young children build largely upon the natural relationships between play and learning in their daily activities, questions, and interests. Teachers facilitate mathematical thinking in various ways (e.g., *at the dramatic play centre:* "How many people will be at your lunch? How many plates will you need?"; *at the block centre:* "How is your building big – is it tall or is it wide?"; *during time with the whole class:* "We are going to make a class book about all the places where we use numbers.").

Mathematical Processes	Suggestions for Teachers
Representing Children create basic representations of simple mathematical ideas (e.g., use concrete materials; physical actions, such as hopping or clapping; pictures; numbers; diagrams; dramatization; invented symbols), make connections among them, and apply them to solve problems.	Teachers make explicit to children that there are many ways to represent mathematical ideas in order to help the children develop flexibility in thinking about ways of representing ideas. Teachers can do that by providing models, thinking aloud (e.g., "I can't draw this many people. How else could we keep track of them?"), and describing children's representations (e.g., "You used 2 cubes on this plate and 3 cubes on that plate to make 5 cubes.").
Communicating Children communicate mathematical thinking orally and visually, using everyday language, an emerging mathematical vocabulary, and a variety of representations (e.g., constructions, pictures, dramatizations).	Teachers provide models for using mathematical language, questioning, extending thinking, clarifying processes, and building vocabulary (e.g., "How did you know that this plate has more carrots?" "Can you show me how you figured that out?" "How can you prove that?" "What shapes did you use to paint your picture?").

These mathematical processes can be seen as the processes through which children acquire and apply mathematical knowledge and skills. These processes are interconnected. Also, problem solving and communicating have strong links to all the other processes. A problem-solving approach encourages children to reason their way to a solution or a new understanding. The communication and reflection that occur during and after the process of problem solving help children see the problem they are solving from different perspectives. Knowledge gained from engagement in all of these processes helps children begin to recognize the range of strategies that can be used to arrive at a solution. By seeing how others solve a problem, children can begin to reflect on their own thinking (a process known as "metacognition") and the thinking of others.

Letters identifying the various mathematical categories are provided with the expectation numbers in the charts below, as follows:

NS – number sense and numeration;
M – measurement;
G – geometry and spatial sense;
P – patterning;
DM – data management and probability.

Big Idea: Young children have a conceptual understanding of mathematics and of mathematical thinking and reasoning.

Overall Expectations

By the end of the Full-Day Early Learning–Kindergarten program, children will:

NS1. demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships;

M2. measure and compare length, mass, capacity, area, and temperature of objects/materials, and the passage of time, using non-standard and standard units, through free exploration, focused exploration, and guided activity;

G3. describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation;

P4. explore, recognize, describe, and create patterns, using a variety of materials in different contexts;

DM5. sort, classify, and display a variety of concrete objects, collect data, begin to read and describe displays of data, and begin to explore the concept of probability in everyday contexts.

Overall Expectation NS1: demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning** *(Note: Children are not required to demonstrate their learning in all three ways.)*	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
NS1.1 investigate *(e.g., using a number line, a hundreds carpet, a board game with numbered squares)* the idea that quantity is greater when counting forward and less when counting backwards	**Saying** *"Every time I add a block, my building gets taller."* *"We need 3 more blocks to finish the base."* *"When I go forward, the numbers get bigger. When I go backwards they get smaller."* **Doing** Children use manipulatives to move forward and backwards along a number line and use their bodies to move around on a hundreds carpet.	**Responding** *"What happens when we move up the number line? How do you know? What about when we move backwards on the number line? How do you know?"* **Challenging** An EL–K team member creates a large number line on the floor of the classroom and asks individual children to stand beside different numbers. The team member calls a new number and challenges the children to predict whether they

Big Idea: Young children have a conceptual understanding of mathematics and of mathematical thinking and reasoning.

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Overall Expectation NS1: demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships

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Professional Learning Conversations Following a professional session on learning strategies, the Early Learning–Kindergarten team decides to meet regularly to discuss the effectiveness of strategies to support children's understanding of quantity relationships. After discussing their observations on the counting strategies used by the children, team members decide to use a story problem to help children enhance their understanding of numbers and quantity. The team will encourage the children to use the phrase "How many …?" to create stories that illustrate how quantity increases and decreases as numbers change.	**Representing** A child draws a number line based on the model used in the classroom and puts sticky notes on numbers that represents a quantity less than 4, greater than 8, and so on.	will have to move forward or backwards from the current position to get to the new number. The children then test their prediction by moving up or down the line to the new number. *"If you are standing at 9 and move to 6, what happens to the number?"* **Extending** The EL–K team returns to the story problem to extend the children's learning: *"In our story, one more duck went into the pond. How many ducks are in the pond now? How do you know? Show me how you figured that out."*
NS1.2 investigate some concepts of quantity through identifying and comparing sets with more, fewer, or the same number of objects *(e.g., find out which of two cups contains more or fewer beans, using counters; investigate the ideas of more, less, or the same, using five*	**Saying** *"Let's count the cars. I have 6 and you have 5. That means I have 1 more. Let's get another one so we can have the same."* *"You counted 35 buttons. I go even higher. I can count 40 buttons."*	**Responding** *"How many marbles have you got in your hand? Let's count."* **Challenging** *"How many marbles do you think will fit in my hand? Do you think it will be more or fewer than you have in your hand? How could we find out?"*

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Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
and ten frames; recognize that the last number counted represents the number of objects in the set [concept of cardinality])	**Doing** Children compare two sets of objects that have the same number of items. In one set, the items are in a neat stack; in the other, they are widely spaced. The children investigate the two sets and recognize that both have the same number of items (concept of conservation). **Representing** A small group of children clap or jump to represent quantity relationships: *"I clapped 3 times. It's your turn. You clap 4 more times than me."* *"You jumped 8 times. I jumped 4 times. I jumped 4 less than you."*	**Extending** *"This stack of large blocks is bigger than that stack of small ones. Which stack has the most blocks? Show me how you figured that out."*
NS1.3 begin to make use of one-to-one correspondence in counting objects and matching groups of objects *(e.g., one napkin for each of the people at the table)*	**Saying** *"I counted 5 children. I need 5 pieces of apple – one for each child."* **Doing** At the dramatic play centre, a child counts out placemats, one for each child seated at the table.	**Responding** The EL–K team models order irrelevance by counting a set of cars several times, each time starting the count at a different point in the set. *"What do you notice about how I am counting the cars? I am going to count them again. What do you notice this time?"*

Specific Expectations	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
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NS1.4 demonstrate understanding of the counting concepts of stable order *(i.e., the concept that the counting sequence is always the same – 1 is followed by 2, 2 by 3, and so on)* and of order irrelevance *(i.e., the concept that the number of objects in a set will be the same regardless of which object is used to begin the counting)*	**Representing** A child is pointing to the pieces of apple on a plate while counting. Although the child points to a piece of apple more than once, the numbers are still stated in the proper sequence (i.e., 1, 2, 3, 4, ...) [concept of stable order].	**Challenging** *"There are 3 children in our group now. Three more children want to join. I wonder how many more chairs we will need."* **Extending** A member of the EL–K team places apple slices on a plate. *"I notice that you helped to line up the placemats so that there was one placemat for each child at the table. Now how many apple slices will you need so that everyone has a piece? How did you figure that out?"*
NS1.5 recognize some quantities without having to count, using a variety of tools *(e.g., dominoes, dot plates, dice, number of fingers)* or strategies *(e.g., composing or decomposing numbers, subitizing)* NS1.6 begin to use information to estimate the number in a small set *(e.g., apply knowledge of quantity, use a common reference such as a five frame)*	**Saying** *"I know there are 5 buttons here because they look like the 5 on the dice in my game."* *"It's 5. I saw 4 red and 1 blue."* *"I think it will take 3 scoops to fill the pail."* *"I know that is not 100. A hundred is a lot and this is only a little bit."* **Doing** A child works with a five frame, filling the frame with different objects. He tells another child that he knows he has 4 buttons because one of the spaces in the frame is empty.	**Responding** *"How did you know there were 5 buttons?"* *"How many sticks do you think there are? How do you know that?"* **Challenging** *"Why do you think there are more than 5 buttons in this set? How can you show that using a five frame?"* **Extending** After some children had estimated the number of small scoops it would take to fill a container at the sand table, an EL–K team member changed the size of the scoop so the children could use their prior knowledge to make a new estimate.

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NS1.4 demonstrate understanding of the counting concepts of stable order *(i.e., the concept that the counting sequence is always the same – 1 is followed by 2, 2 by 3, and so on)* and of order irrelevance *(i.e., the concept that the number of objects in a set will be the same regardless of which object is used to begin the counting)*	**Representing** A child is pointing to the pieces of apple on a plate while counting. Although the child points to a piece of apple more than once, the numbers are still stated in the proper sequence (i.e., 1, 2, 3, 4, …) [concept of stable order].	**Challenging** *"There are 3 children in our group now. Three more children want to join. I wonder how many more chairs we will need."* **Extending** A member of the EL–K team places apple slices on a plate. *"I notice that you helped to line up the placemats so that there was one placemat for each child at the table. Now how many apple slices will you need so that everyone has a piece? How did you figure that out?"*
NS1.5 recognize some quantities without having to count, using a variety of tools *(e.g., dominoes, dot plates, dice, number of fingers)* or strategies *(e.g., composing or decomposing numbers, subitizing)* **NS1.6** begin to use information to estimate the number in a small set *(e.g., apply knowledge of quantity, use a common reference such as a five frame)*	**Saying** *"I know there are 5 buttons here because they look like the 5 on the dice in my game."* *"It's 5. I saw 4 red and 1 blue."* *"I think it will take 3 scoops to fill the pail."* *"I know that is not 100. A hundred is a lot and this is only a little bit."* **Doing** A child works with a five frame, filling the frame with different objects. He tells another child that he knows he has 4 buttons because one of the spaces in the frame is empty.	**Responding** *"How did you know there were 5 buttons?"* *"How many sticks do you think there are? How do you know that?"* **Challenging** *"Why do you think there are more than 5 buttons in this set? How can you show that using a five frame?"* **Extending** After some children had estimated the number of small scoops it would take to fill a container at the sand table, an EL–K team member changed the size of the scoop so the children could use their prior knowledge to make a new estimate.

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	Representing Some children use sticky notes to record their estimate of how many small scoops it would take to fill a container at the sand table.	
NS1.7 demonstrate an understanding of number relationships for numbers from 0 to 10, through investigation *(e.g., show small quantities using fingers or manipulatives)* **NS1.8** use ordinal numbers in a variety of everyday contexts *(e.g., line up toys and manipulatives, and identify the first, second, and so on; after reading a book, respond to the EL–K team's questions about who was the first or third person to come in the door)* **NS1.9** use, read, and represent whole numbers to 10 in a variety of meaningful contexts *(e.g., use a hundreds chart to read whole numbers; use magnetic and sandpaper numerals to represent the number of objects in a set; put the house number on a house built at the block centre; find*	**Saying** *"I know there are 7 counters because all of the ten frame is full except for 3 spaces."* *"I know there are 7 counters because all of the five frame is full and there are 2 left over."* *"I am 5 years old."* (Pointing to a number in a book) *"That is a 6. There are 6 frogs on the log."* *"I am fourth in line."* *"This is a toonie. I can use it to buy more stuff than a loonie."* **Doing** A group of children create an ordinal numbers game. Using sticky notes, they place a different number, from 1 to 10, on the back of each child in the group and then form a line. One child then organizes the children, placing them in order based on the numbers on their backs.	**Responding** *"Show me 3. Show me 7. Show me 10."* *"What comes in fives?"* *"Who was the third person to come to school today?"* **Challenging** Members of the EL–K team join the play at the dramatic play centre. *"This detergent costs $4.00. I'm looking for something less expensive."* **Extending** An EL–K team member has created number cards to fit into a pocket chart that contains cards with the children's names on them. The team member invites each of the children to take a number card and place it in the pocket that contains their name. The children are then asked to discuss who is third, who is seventh, and so on.

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and recognize numbers in the environment; write numerals on imaginary bills at the restaurant at the dramatic play centre) **NS1.10** explore different Canadian coins, using coin manipulatives *(e.g., role-play the purchasing of items at the store at the dramatic play centre; determine which coins will purchase more – a loonie or a quarter)*	**Representing** At the dramatic play centre, a group of children set up a grocery store, pricing the items by writing numerals on them. Other children shop for items and then use coin manipulatives to purchase them.	
NS1.11 investigate and develop strategies for composing and decomposing quantities to 10 *(e.g., use manipulatives or "shake and spill" activities)* **NS1.12** investigate addition and subtraction in everyday activities through the use of manipulatives *(e.g., interlocking cubes)*, visual models *(e.g., a number line, tally marks, a hundreds carpet)*, or oral exploration *(e.g., dramatizing of songs)*	**Saying** *"I only have 3 wheels for my car. I need 1 more to make 4."* *"There are 5 people at the snow table but we only have 3 scoops. We need 2 more scoops."* **Doing** Some children represent the quantity of 8 by counting 1 through 8 using their fingers. Other children put up one hand, count from 1 to 5 using each finger, pause, and then continue to count to 8 using three more fingers. Still others put up all five fingers of one hand at once and say *"Five"* then count on, using three more fingers and saying *"Six, 7, 8. There are 8."*	**Responding** The EL team models different strategies for composing and decomposing numbers using manipulatives, five frames, ten frames, and story problems, asking question such as, *"If the five frame is full, and you remove three buttons, how many buttons are left?"* **Challenging** *"How else could we show that?"* *"How did you figure that out?"* *"How many more do you think we need?"* *"How many do we have now?"*

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	Representing Children represent the quantity of 7 using 4 cubes on one plate and 3 on another or 7 tally marks, or by putting up all five fingers of one hand and saying *"Five"*, and then counting two more fingers on the other hand.	**Extending** A member of the EL–K team puts out five bear counters so that children can use them to make up a new version of the story of the three bears. *"How many ducks are in the pond now? How do you know?"* *"How many people had an apple for lunch? How do you know?"*

Overall Expectation M2: measure and compare length, mass, capacity, area, and temperature of objects/materials, and the passage of time, using non-standard and standard units, through free exploration, focused exploration, and guided activity

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M2.1 compare and order two or more objects according to an appropriate measure *(e.g., length, mass, area, temperature, capacity)* and use measurement terms *(e.g., hot/cold for temperature, small/medium/large for capacity, longer/shorter or thicker/thinner for length)*	**Saying** *"I lined the blocks up from shortest to tallest."* *"This book is heavier than 10 cubes."* *"We used 5 papers to cover the small table. It took us 15 papers to cover the big table."*	**Responding** To help children recognize that objects have measurable properties, the EL–K team member asks questions such as: *"What else is as tall as this block?"* *"Does this water feel warmer or colder than your hand?"* *"How much does this book weigh? Do you think it weighs more than two wooden blocks?"*

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M2.2 demonstrate, through investigation, an awareness of non-standard measuring devices *(e.g., feet, hand spans, string, or cubes to measure length; hand claps to measure time; scoops of water or sand to measure capacity)* and standard measuring devices *(e.g., measuring cups at the water and sand centre, balance scales at the block centre)* and strategies for using them *(e.g., place common objects end to end to measure the length of the classroom; use cubes to plan the length of a road at the sand table or the block centre; use footsteps to measure the distance between the door and the sink)*	**Doing** A group of children use footsteps to measure the classroom. Some measure the distance from the front to the back of the classroom while others measure the distance from one side of the classroom to the other. The children then get together to compare their results. **Representing** A child shows the height of a structure she has built by pointing to where it reaches on her body, saying, *"I am taller than my castle. It comes up to here."*	**Challenging** *"Which do you think is bigger, the height or the width of your building? How can you tell if you are right?"* **Extending** *"The scales say that the large wood block is heavier than two small blocks. I wonder what you could do to make the scales balance."*
Professional Learning Conversations Members of the EL–K team meet to analyse their observations of children's play at the water table. The children have been beginning to explore the concept of capacity by filling containers with water. During discussions, team members agree that		

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the materials at the centre are critical to challenging and extending the children's understanding of capacity. They decide to remove sea creatures and boats that are not relevant to the investigation of capacity and to replace them with different types of containers (e.g., containers of different shapes, heights, widths, and so on).		
M2.3 demonstrate, through investigation, a beginning understanding of non-standard units that are the same type *(e.g., straws, paper clips)* but not always the same size	**Saying** *"Let's see how long this ramp is."* *"When you use your feet it's different than mine!"* *"I used the paper clips to see how long the book is. It's 8 paper clips long."* **Doing** Children are curious about how tall their plants have grown and measure their height using various objects, including linking blocks. **Representing** The children place paper alongside their plants and make marks on the paper to show how tall their plants have grown.	**Responding** *"How many blocks make up the length of your foot?"* *"How many hand spans wide is this table?"* **Challenging** *"We need to see if the blocks will fit in this space. How could we figure that out?"* **Extending** *"I wonder why when I measure with my feet and you measure with your feet we get a different number (measurement)."*

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Overall Expectation G3: describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation

Professional Learning Conversations

The EL–K team plans to observe children who are building with blocks, to support their development of perspective. The team members discuss the kinds of questions they might ask when working with the children such as, "What do you see when you look from this side?" They want to ensure that the children have opportunities to identify, compare, and discuss shapes from different points of view.

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G3.1 explore, sort, and compare traditional and non-traditional two-dimensional shapes and three-dimensional figures *(e.g., compare equilateral triangles with triangles that are not equilateral; sort different sizes of boxes, attribute blocks, pattern blocks, a variety of triangles, shapes with three curved sides, objects that create an open shape with three lines)* G3.2 identify and describe, using common geometric terms, two-dimensional shapes *(e.g., triangle)* and three-dimensional figures *(e.g., cone)* through investigation with concrete materials	**Saying** *"We sorted all the triangles."* *"This is a weird, long shape but it has three sides. It looks like a triangle all stretched out."* **Doing** A group of children sort some found materials using sorting hoops. **Representing** During gym time, the children use their bodies to represent different shapes.	**Responding** *"What do you notice about the shape of this card? How would you describe it? Can you think of something that's the same shape?"* *"Do you see any other shapes that remind you of this shape?"* **Challenging** *"Use three strips of paper to show me a triangle."* *"Use your strips to show me something that is not a triangle."* **Extending** *"Look at the objects in the sorting circle. What do you notice about all of these things? Can you tell what rule I was using to sort them? What else could we add to this group?"*

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G3.3 compose pictures, and build designs, shapes, and patterns, using two-dimensional shapes, and decompose two-dimensional shapes into smaller shapes, using various tools or strategies *(e.g., sand at the sand table, stickers, geoboards, pattern blocks, a computer program)* G3.4 build three-dimensional structures using a variety of materials and begin to recognize the three-dimensional figures their structure contains	**Saying** *"My house has a pointed roof."* *"My picture has lots of the same shapes – these ones are all round."* *"This house shape has a triangle on the top and a square on the bottom."* *"I used two triangles to make a rhombus."* *"I built a castle. I put three cubes on the bottom. I used a cone for the tower."* **Doing** A small group of children use pattern blocks, stacking them together to make new shapes (e.g., using two squares to make a rectangle). **Representing** Using found materials of various geometric shapes, some children work together to create a vehicle.	**Responding** The EL–K team places some magnetic shapes on a cookie sheet for the children to use to compose and decompose pictures and designs. *"What shapes can you use to make something that looks like an ice cream cone?"* **Challenging** *"You used so many shapes to design your picture. How did you decide what shapes to use?"* **Extending** After reading a story that is illustrated with tangram designs, a member of the EL–K team asks the children to make one of the designs in the story. The children place the tangram pieces on a design template and then re-create the design by placing the pieces in the same pattern beside the template.
G3.5 investigate the relationship between two-dimensional shapes and three-dimensional figures in objects that they have made	**Saying** *"The side of the house I built looks like a square."* *"I put a triangle inside the square on the geoboard."* *"There is a circle on the bottom of the cone."* *"I built a rocket ship. Look at the cone on top. The front is a big rectangle."*	**Responding** *"What do you notice about the sides of a cube?"* *"What do you notice about the bottom of a cone? The bottom of a pyramid?"*

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	Doing A child works at the visual arts centre, using a stamp to paint each side of the cube, and states, *"I have six sides."* **Representing** The children take a photograph of their structure and post it at the block centre to help them describe to the rest of the class how they built their structure: *"We put a row of big blocks on the bottom. On top of them we put smaller cubes."*	**Challenging** While observing a child at the block centre, a EL–K team member says, *"I noticed you have used a lot of rectangular blocks. Can you tell me why you chose that shape?"* **Extending** *"What do you notice about the blocks on the top (pointing) compared to the blocks on the bottom?"* *"How did you figure out how to make the structure stable when you changed the bmlocks on the top?"*
G3.6 demonstrate an understanding of basic spatial relationships and movements *(e.g., use above/below, near/far, in/out; use these words while retelling a story)*	**Saying** *"I am sitting beside my friend."* *"I have moved this block on top of the tower."* *"The book is near the shelf."* **Doing** Two children are working together to build a structure with floor blocks. One child uses spatial terms, such as *on top*, *beside*, *behind*, to describe to the other where to place the blocks. **Representing** After drawing a map of the classroom, a group of children add directional arrows and labels to show items above and below the shelves.	**Responding** Members of the EL–K team support the children's exploration of spatial relationships: *"Who is in front of you in line?"* *"Stand near ...."* *"You put the block beside you."* *"Which block will you put under the small block?"* **Challenging** Members of the EL–K team lead the children in a game in the gymnasium. The children have to move in the space according to the directions of the team member: *"Move beside someone."* *"Move near the wall."* *"Move far away from the door."*

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		Extending The EL–K team invites the children to share their classroom map with the rest of the class, and facilitates their communication about the purpose of the arrows and labels on the map.

Overall Expectation P4: explore, recognize, describe, and create patterns, using a variety of materials in different contexts

Professional Learning Conversations

After consulting some professional sources, a member of the EL–K team gives a presentation on the importance of giving children opportunities to explore patterns. Such exploration provides practice in predicting what will happen, talking about relationships, and seeing connections. In discussions, team members agree that children need to extend their ability beyond simply identifying a pattern. They decide to use a strategy of covering up the middle of the pattern to require children to engage in more deductive reasoning. They also plan ways to model for children the use of the statement "I know it is a pattern because …".

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
P4.1 identify, create, reproduce, and extend repeating patterns through investigation, using a variety of materials *(e.g., attribute blocks, pattern blocks, a hundreds chart, toys, bottle tops, buttons, toothpicks)* and actions *(e.g., physical actions such as clapping, jumping, tapping)*	**Saying** *"I've made a pattern with the blocks. I put two blue ones and one green one. Then I put two blue ones again."* *"The next word will rhyme with 'wall' because there is a pattern in the words."* *"The pattern goes 'big button, small button, bead, big button, small button, bead', so a big button goes next."*	**Responding** The EL–K team encourages the children to recognize patterns that are part of daily life: *"Let's look at this month on the class calendar. What pattern do you see?"*

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P4.2 identify and describe informally the repeating nature of patterns in everyday contexts *(e.g., patterns in nature, clothing, floor tiles, literature, schedules)*, using oral expressions *(e.g., "goes before", "goes after", "morning, noon, night", "the four seasons")* and gestures *(e.g., pointing, nodding)*	**Doing** Children examine various patterns to decide what the next item in each pattern would be. **Representing** A group of children use coloured tiles to represent the patterns in some of the children's clothing.	**Challenging** Using rhymes, pictures, and objects that have patterns, the EL–K team models for the children the use of the statement *"I know it is a pattern because …"*. Team members then challenge the children to use the statement to describe patterns they find in the classroom. **Extending** A member of the EL–K team takes a small group of children for a walk both inside and outside the school to search for patterns. When a child notices a pattern, the group pauses to discuss why it's a pattern.

Overall Expectation DM5: sort, classify, and display a variety of concrete objects, collect data, begin to read and describe displays of data, and begin to explore the concept of probability in everyday contexts

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
DM5.1 sort, classify, and compare objects and describe the attributes used	**Saying** *"I sorted my animals by size."* *"My shoes and your shoes both have zippers."*	**Responding** An EL–K team member observes the children sorting books and invites them to share their categories for sorting.

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As children progress through the Full-Day Early Learning–Kindergarten program, they:		
DM5.2 collect objects and data and make representations of their observations, using concrete graphs **DM5.3** respond to and pose questions about data collection and graphs **DM5.4** use mathematical language in informal discussions to describe probability	*"In both stories Goldilocks ate the porridge."* *"There are 5 people standing in the laces row and 15 people standing in the Velcro row. What about the leftover children?"* *"More people like to eat rice than broccoli. I know because there are more names in this row. I counted them."* *"There is only two people left on the graph that are four [years old]."* **Doing** A small group of children sort books based on the types of pictures on the front cover. **Representing** After conducting a survey on pet ownership among their classmates, a group of children create a graph with separate columns showing the number of children who have cats, dogs, birds, hamsters, and fish.	**Challenging** Members of the EL–K team challenge the children to think about the results of their survey, asking question such as: *"What did you find out?"* *"How did you find this out?"* *"How many people did you ask?"* *"What makes you think that?"* **Extending** The EL–K team planned an inquiry after one of the children posed the questions, *"How many pockets are on our clothing today? Over two days? How will we show how many pockets we have?"* A team member posed the problem and documented the children's learning on video. Team members then analyse the video with the children to examine the learning and further the children's thinking.
Professional Learning Conversations A member of the EL–K team suggests an idea to help familiarize children with data and graphs while involving them in planning a field trip. After brainstorming field-trip destinations with children, a team member creates a graph with pictures destinations and invites children to put a mark on the graph (e.g., their name, their picture, a sticker) indicating their choice. To extend their thinking, the children examine the graph and determine the most popular and least popular destinations.		

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SCIENCE AND TECHNOLOGY

OVERVIEW

Children's level of emotional maturity influences their engagement in intellectual challenges. Science and technology in the Full-Day Early Learning–Kindergarten program need to build on young children's curiosity and sense of wonder. Children at this age are naturally curious and ask many questions about their world and the things that puzzle them. By observing and exploring the world using all their senses, with guidance from the Early Learning–Kindergarten (EL–K) team,* and by interacting with their classmates, they begin to connect their prior knowledge and experience with their experiences in new contexts. They define, classify, make connections and predictions, test theories, and use their imaginations to build knowledge and develop an understanding of the world around them.

To meet the needs of these inquisitive children, the learning environment must be active, hands-on, child-centred, and inquiry-based. The EL–K team plays a critical role in creating an environment to support children's scientific inquiry and their engagement in the technological design process. Children monitor adults' reactions to their actions. When adults communicate that an approach or answer is "right" or "wrong", they can cut off children's thinking. The EL–K team supports children through the problem-solving process, encouraging them to try something new, persist, and find alternative solutions. The team challenges children to use their observations to predict and draw conclusions and to think about how things work and why something happened. Children are also encouraged to reflect on what they could do differently or change the next time they engage in an inquiry or process. EL–K teams plan time for children to formally and informally share their questions and celebrate their discoveries.

The EL–K team's knowledge of how young children learn is the basis for providing carefully designed, high-quality, hands-on learning experiences within and outside the classroom. The use of concrete materials (both commercial and found), models, visuals, books, and computer software enhances children's vocabulary development and their scientific and technological knowledge.

The overall and specific expectations apply to both science and technology. Children in the Full-Time Early Learning–Kindergarten program begin to develop an understanding of foundational scientific and technological concepts and begin to develop skills through free exploration, focused exploration, and guided activities. They can learn about the physical properties of materials at the sand and water centres and about living things and ways of caring for them at the discovery centre. They can learn how to use simple machines such as ramps at the block centre and how to follow through with a plan at the technology centre.

While engaging in science and technology, groups of children may undertake projects that involve in-depth study of a particular topic. Such projects constitute inquiries that involve children in seeking possible answers to questions they have formulated themselves, in collaboration with the EL–K team, or that arose during the course of earlier investigations. These projects are based on what children are theorizing, predicting, wondering, and thinking. Many projects evolve from, and contribute to, socio-dramatic play. Projects should include many opportunities for representation that permit children to return to what they know, rethink, and

* "Early Learning–Kindergarten team" refers to the Kindergarten teacher and the early childhood educator(s) in a Full-Day Early Learning–Kindergarten classroom. The abbreviation "EL–K team" will be used throughout the remainder of the text and in the chart in this section.

integrate new knowledge. Children learn best from topics they can explore deeply and directly. Abstract topics (e.g., rainforests, penguins, planets) are difficult for children to conceptualize. The focus for any inquiry must be drawn from what is familiar to children in their daily lives.

Children require time and repeated opportunities to develop the skills needed for learning in science and technology. They may need to be exposed to the same investigation on several occasions to reinforce what they have learned and to help them take the learning from one experience and apply it in another context – for example, concepts learned from an investigation of what happens to snow when it is brought inside or kept under different conditions can be applied when children try to make an ice cube melt as quickly as possible. Children need opportunities to demonstrate their learning in many ways – through representing (e.g., constructing, drawing, making a diagram, or taking a photograph of a structure), recording (e.g., noting the number of blocks they used to build a structure in order to rebuild it on another day), or discussing their investigations with a classmate (e.g., describing how they got a marble to go from the top of the marble run to the bottom).

It is important for all young children to see themselves as scientists and as people who can work with technology as they investigate their world. Like scientists and technologists, they will be observing and sometimes recording their observations, making predictions, asking questions, making comparisons, investigating, drawing conclusions, and applying problem-solving skills. Science and technology do not involve simply the rote memorization of facts; rather, they involve particular ways of thinking and learning about and constructing understanding of the world in which we live. Developing this way of thinking and learning will lay the foundations for further learning as children continue to develop their understanding of science and technology throughout their years in school.

Big Idea: Children are curious and connect prior knowledge to new contexts in order to understand the world around them.

Overall Expectations

By the end of the Full-Day Early Learning–Kindergarten program, children will:

1. demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings;
2. conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (questioning, planning, predicting, observing, communicating);
3. demonstrate an understanding of the natural world and the need to care for and respect the environment;
4. use technological problem-solving skills (questioning, planning, predicting, constructing, observing, communicating) in free exploration, focused exploration, and guided activity.

Professional Learning Conversations

A member of the EL–K team reports on a professional learning session she attended: "The facilitator challenged my thinking and practice about planning. The facilitator presented a few models for planning and asked us to discuss how our plan reflected the overall expectations, what we know about how young children learn, and the cultural and linguistic background of the children. I began to feel uncomfortable with how closely one of the models we were asked to critically analyse aligned with the plans I had been using for several years. As our group began to collectively reflect, we wondered if the way we had always planned makes sense to the children. I reflected that I had always felt somewhat limited by the plans based for the most part on the monthly calendar. I had always assumed that children were interested in the monthly topics I had chosen. Had I ever asked the children what they were interested in? Were they able to think deeply and concretely about such abstract topics as polar bears and the rain forest?"

Overall Expectation 1: demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings

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1.1 ask questions about and describe some natural occurrences, using their own observations and representations *(e.g., drawings, writing)*	**Saying** *"The snow is melting."* *"The leaves are turning red."* *"Why did all the worms come out of the ground?"* **Doing** At the dramatic play centre, a child is sorting the dress-up clothes. One pile has a simple drawing of a snowman on top. She tells the EL–K team member that she is putting away the winter clothes because it is summer now. **Representing** A child paints a picture with two panels showing what the sky looks like during the day when he is playing outside and at night before he goes to bed.	**Responding** In response to a question from a child about why worms come out onto sidewalks and driveways when it rains, the EL–K team plans for a small group of children to work with one member of the team to find the answer to the question. The team gathers materials, such as non-fiction books and pictures of worms, for the children to use in their inquiry. **Challenging** *"I wonder what we might see if we looked closely at the snow."* *"What did you observe when you picked up some snow and held it in your hands?"* *"What tool can we use to see the snow better?"* **Extending** After a group of children share their inquiry on worms, a team member asks the group to think of other ways in which the weather affects plants, animals, and people. With the help of the team, the children record their ideas on a chart.

When there is:	
Rain	Worms come out of the ground.
Snow	People wear boots and mittens.
Ice	Some tree branches get broken off.

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1.2 sort and classify groups of living and non-living things in their own way *(e.g., using sorting tools such as hula hoops, sorting circles, paper plates, T-charts, Venn diagrams)*	**Saying** *"These things are all round."* (To an EL–K team member who joins the group in the class "restaurant"): *"I put all the fruit on this plate and all the meat on that plate."* **Doing** The children are putting away materials at the block centre, separating the wooden blocks from the foam blocks and then sorting each category by size and colour. **Representing** Children sort items and then use a T-chart to show how the items have been classified.	**Responding** *"Tell me how you sorted these things."* *"Which things are the same in some way? Which ones are different?"* *"What is the name for all the things in this group?"* **Challenging** *"What are some other ways that you could sort the same things?"* *"Why do people need to sort things?"* **Extending** A member of the EL–K team notices that several children are ready to move on to the next stage of classifying. The team member sets up a game where he or she picks an item from a set of materials and places it on the table in front of the children. The team member then asks one of the children to find a piece that is different in only one way (e.g., in colour, in size) and say what the difference is. The children take turns finding an item that is different from the previous one in just one way and describing the difference.
1.3 explore patterns in the natural and built environment *(e.g., patterns in the design of buildings, in flowers, on animals' coats)*	**Saying** *"The floor of our classroom has a pattern."* *"Day, night; day, night; day, night – that's a pattern."*	**Responding** *"What patterns do you see …?"* *"How is the pattern in the … like another pattern you have seen elsewhere?"*

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	"The next leaf on the twig would be on this side because the pattern is this side, that side; this side, that side." **Doing** At the sorting centre, a child uses the transportation shapes to make a pattern: big truck, small truck, blue car; big truck, small truck, blue car. **Representing** On a walk in the neighbourhood, children use a marker and a photograph of the street to highlight the patterns they see, such as patterns in bricks or shingles on a house, slats in a fence, a spider web, the rings on a tree stump.	**Challenging** *"I know this is a pattern because ...."* **Extending** The EL–K team models how to "show" the rhythmic pattern in a poem.

Overall Expectation 2: conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (questioning, planning, predicting, observing, communicating)

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
2.1 state problems and pose questions before and during investigations	**Saying** *"My tower keeps falling down!"* *"This bridge doesn't work."*	**Responding** The EL–K team introduces the inquiry process by asking questions of the children that will lead to more questions throughout the process. They listen to children's questions with respect and support them in finding answers to these questions.

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	Doing *"I wonder what would happen if we put the bigger blocks on the bottom."* *"I think we need something in the middle to keep it from falling down. What can we use?"* Representing With the help of the EL–K team, some of the children record their questions about an investigation on sticky notes and post them for others to think about.	*"How did you build your tower?"* *"What do you want your bridge to do? What isn't working?"* Challenging The team poses questions that cause children to think logically and use language to represent their thinking: *"What do you know about bridges that would help you build one? Let's look at some pictures of bridges and see what we can find out."* *"What are some safety things you will need to think about?"* *"How will you build the first row of your tower?"* Extending A member of the EL–K team observes a child looking at the questions that another child has posted. The team member helps the child to read the questions and to pick one that is of interest. The team member then helps the two children connect so they can talk about the question.
2.2 make predictions and observations before and during investigations	Saying *"I think we need to put more blocks on the bottom. Then our tower won't fall over this time."* *"The boat stays up with two shells in it. Let's put some more shells in the boat. I think it will stay up if we put in one more shell."*	Responding *"What might we notice when we go back to the woods now that it is winter?"* *"Yesterday was sunny. Now it's raining. What are some of the things you might see outside today that you didn't yesterday?"*

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Professional Learning Conversations Members of the EL–K team view a video of children investigating the properties of water. As they watch, they compare their observations, taking note of the way children approach and learn from the activity. They then discuss among themselves ways of extending the children's learning with further opportunities for exploration and inquiry.	*"I bet it will sink when we put all the shells in."* *"I think my shadow will move when I move."* **Doing** At the water centre, several children test their boats, observing how many shells each will hold before it sinks. **Representing** As one child places the shells in a boat, another keeps track of the number of shells using a simple tally.	The EL–K team removes irrelevant materials such as sea creatures, funnels, and tubes from the water centre to allow the children to focus on the boat-sinking inquiry. **Challenging** *"How does your hand look when you see it through a magnifying glass? What do you see that you didn't see without the glass?"* A member of the EL–K team challenges the children to focus on the boat that held the most shells before sinking and explore how it is different from the other boats. *"What can you change in your design to make the car go farther next time?"* **Extending** *"You've tried that size of funnel. I wonder what would happen if you put water in a different funnel."* *"What happened when you tried to balance big blocks on top of smaller blocks? What do you think would happen if you used bigger block in the base?"*
2.3 select and use materials to carry out their own explorations	**Saying** *"Here are some bungs we can use for wheels."* *"Let's plant this seed in stones and see if it grows."* **Doing** A small group of children choose materials that they think will prevent their ice cube from melting.	**Responding** *"What are you investigating? What materials are you thinking of using? Why? What tools will you need?"* **Challenging** *"How will you make sure that you both get a chance to use the big scoop?"*

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As children progress through the Full-Day Early Learning–Kindergarten program, they:		
	Representing The children show in words and pictures the rate of growth of their bean plants.	**Extending** *"I see all the roads in your city. How will cars know where to drive?*
2.4 communicate results and findings from individual and group investigations *(e.g., explain and/or show how they made their structure; state simple conclusions from an experiment; record ideas using pictures, numbers, labels)*	**Saying** *"We made a sign so that the cars would know where to go."* *"We found out that the plant grew best in the sun."* *"When we added water to the sand it made it stick together."* **Doing** The children building the sand city explain what they did and which materials and tools were most useful and why. **Representing** Some children make sketches to show how they started their plant and the growth of their plant over time.	**Responding** *"How can you show that the plant in the sun grew faster than the plant in the shade?"* *"What conclusion can you make from our plant experiments?"* **Challenging** *"Did things turn out the way you thought they would? Why? Were there any surprises?"* *"What did you find out when you looked at the leaf just with your eye and when you looked at it with the magnifying glass?"* **Extending** *"What other ways can you think of to show what you found out?"*

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Overall Expectation 3: demonstrate an understanding of the natural world and the need to care for and respect the environment

Professional Learning Conversations

Noticing that the children are fascinated by the size of a tree outside their classroom window, the EL–K team discusses how they could use this curiosity to develop the children's appreciation for nature. One participant suggests that a group of children be encouraged to explore this tree and other trees, using photographs, video, and language to represent their observations and thinking about the tree. The team decides to meet briefly each day to analyse what the children are discovering and discuss possible responses to enhance their learning.

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning**	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
3.1 identify similarities and differences between local environments *(e.g., between a park and a pond; between a schoolyard and a field)* **3.2** describe what would happen if something in the local environment changed *(e.g., if trees in the park were cut down; if the pond dried up)* **3.3** identify ways in which they can care for and show respect for the environment *(e.g., feeding the birds in winter; reusing and recycling; turning off unnecessary lights at home; walking to school instead of getting a ride)*	**Saying** *"Those trees are just like the one in my backyard."* *"We can't feed the ducks now. There's no water in the pond so they won't come there any more."* *"I like walking to school."* *"You can re-use this paper."* **Doing** Children use recycled milk cartons and found materials to make bird feeders to hang from the trees in the schoolyard. One of the children asks for help from the EL–K team to make a list of seeds that they can use to fill the feeders. Children working at the creative centre put scraps of leftover materials that can be used in other projects in the appropriate bins on the shelf.	**Responding** *"What else is the same about your backyard and the schoolyard? What is different?"* *"Why do ducks need water? What else needs water?"* *"How does walking to school show care about the world in which we live?"* **Challenging** In order to involve the children in the school's energy-saving initiative, the EL–K team invites the children to make signs or labels that will remind them to turn out the lights when they are the last to leave a room. *"What would happen if there were no more … (trees, birds, grass, etc.)?"*

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3.4 participate in environmentally friendly activities in the classroom and the schoolyard *(e.g., plant and tend to plants; use local products for snack time)*	Representing The class makes a book to record, in pictures and text, what their schoolyard looked like before and after the school council planted trees and shrubs. Children show pictorially which shrubs, plants, and trees in the schoolyard attract birds and which kinds of birds they attract.	Extending The EL–K team heard the children wondering about the many types of birds they saw in the shrubs and trees in the schoolyard. To support their learning, the team invites a member of the local horticultural society to explain how certain plants and trees attract different kinds of birds.

Overall Expectation 4: use technological problem-solving skills (questioning, planning, predicting, constructing, observing, communicating) in free exploration, focused exploration, and guided activity

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4.1 identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices	Saying *"Don't put that in your ear!"* *"I need to wear my safety goggles when I work at the take-apart centre."* *"I'm going to get some paper towels to clean up the water we spilled so we don't slip and fall down."*	Responding *"I notice that you put the scissors back in the bin when you were done using them."* *"Why is it important to clean up water when it spills on the floor?"* *"Why does the custodian wear headphones when he cuts the school lawn?"*

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	Doing A child "fixing" a car at the block centre borrows a set of earphones from the listening centre. A group of children who have made a snack for the class wash up the utensils and put them back in the storage basket. A child who has been working at the sand table uses a whisk broom and dustpan to sweep up the sand that has fallen around the table. **Representing** A group of children design a sign to remind those working at the sand table to sweep up the sand on the floor so others do not slip on it.	**Challenging** The EL–K team displays a variety of safety items and devices (e.g., various kinds of ear and eye protection, orange cones, child safety devices, pictures of familiar warning signs). The children are invited to discuss questions such as who would use the devices and why, and where they might commonly see the signs and what message they convey. **Extending** The team discusses with the class the safety problem they are having on the outdoor play equipment. Together, the children and the team determine how to make the slide a safer place to play.
4.2 state problems and pose questions as part of the design process	**Saying** *"I want to build a house that looks just like mine."* *"I'm going to make a rice cooker."* *"I'm going to make an invention."* **Doing** *"I wonder how I can make my door open like a real door."* *"I need to make windows for my house. What should I use?"*	**Responding** The EL–K team introduces the design process by asking questions of the children that will lead to more questions throughout the process. They listen to children's questions with respect and support them in finding answers to these questions. *"What does your house look like? What are some of its parts?"* *"How do you cook rice? How will you make that happen in your rice cooker?"* *"What is your invention going to do?"*

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	Representing With help from the EL–K team, the class makes a list of questions that might be used to initiate a design challenge. They categorize the questions as those that open up thinking (i.e., those that can lead to a rich investigation) or those that close thinking (i.e., those that are more likely to be answered with "yes" or "no").	**Challenging** The team poses questions that cause children to think logically and use language to represent their thinking: *"What do you know about windows that would help you choose the right material to use?"* *"What are some safety things you will need to think about?"* *"How will you make your invention move?"* **Extending** The team models the different kinds of questions (e.g., clarifying, probing) that might be asked throughout the design process. Each kind of question challenges the children to think differently about the work that they are doing. *"Which materials worked best?"* *"What did you try first?"* *"Why do you think that didn't work as well as you thought it would?"*
4.3 make predictions and observations throughout the design process	**Saying** *"If we use the big scoop, it won't take as long to fill this big pail."* *"Here's my guess – I guess that the birds will like my house better than the others because mine has a bigger hole for them to get through."*	**Responding** The EL–K team models predictive questions that invite children to construct a hypothesis about the outcome of an investigation: *"What will happen if …?"*

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections:** **Ways in Which Children Might Demonstrate Their Learning**	**Making Connections:** **Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
Professional Learning Conversations The EL–K team meets to discuss what types of books might be added to some of the centres in the classroom. One team member notes that the children have been asking questions about how simple machines work. The team therefore decides to start by adding age-appropriate non-fiction books on simple machines to the block centre. The team meets later to discuss how they would support the children's use of these books when they are working on their own designs.	**Doing** After making bird feeders from recycled materials, the children place them in the tree outside their classroom window. They observe and record the activity that takes place at each of the feeders. With support from the EL–K team, and based on their own observations, some of the children make modifications to their feeders and place them back outside to observe the effect of the changes on bird activity. **Representing** Several children explain orally to a parent volunteer the modifications made to their bird feeders, why the modifications were needed, and how the modifications changed the level of bird activity at the feeders.	**Challenging** Once the children have made predictions, the EL–K team challenges them to think of ways in which they can find out how accurate their predictions are. Children try out an idea to explore their predictions. If that idea fails, the team challenges the children to think about why the first idea did not work and encourages them to move on to another idea. This helps the children become better problem-solvers. **Extending** In order to support the development of observation skills, the EL–K team revisits the observations made by the children throughout the design process. The team guides the children in reviewing their observations, distinguishing those that are accurate observations of what really happened from those that are inferences.
4.4 select and use tools, equipment, and materials to construct things using the design process	**Saying** *"I can see through the plastic wrap. I can't see through the tinfoil. So the plastic wrap would be better for my windows than the tinfoil."* *"I need a hole punch to make my book."*	**Responding** *"How will you decide which material is the best one to use for your windows?"* *"What other tools might you need to use to finish your book?"*

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
	Doing After trying different ways of attaching the plastic wrap to the window frames of their model house, a small group of children approach a member of the EL–K team for help. Through guiding questions, a team member helps the children determine that stapling the plastic wrap might be the solution to their problem. **Representing** As part of the design plan, children record in pictures and words the tools, equipment, and materials that they used.	**Challenging** After noticing a child using plastic wrap to make windows, a member of the EL–K team discusses the choice with her: *"You chose the plastic wrap because you can see through it. But I noticed you had some trouble attaching it to the house. Why do you think this was so hard to do? Let's look at some of the other materials you could have chosen. Is there one that might have been a better choice?"* **Extending** The EL–K team supports the children's environmental thinking by asking children to consider the impact on the environment when choosing tools, equipment, and materials for their designs. *"I notice you took some paper out of the recycling bin to sketch your design and again when you were making rugs for your house. Why did you do that?"* *"Why did you choose to use the glue stick rather than the low temperature glue gun to attach your windows?"*
4.5 communicate and record results and findings after constructing things either individually or in groups *(e.g., explain and/or show how they made their structure; record ideas using pictures, words, numbers on labels or in charts)*	**Saying** *"When I pull the string, my toy moves."* *"We made our tower wider at the bottom so that we could build it taller. Now it doesn't fall down."* *"I couldn't make the plastic wrap stick. The glue didn't work. So I had to start all over again."*	**Responding** *"Tell us how you solved the problem."* *"Show us how your device works."* **Challenging** *"How might what you found out this time change how you solve the problem next time?"*

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
	Doing A small group of children make several attempts to build a tower as tall as they are. Through trial and error, they discover that if they make the bottom of the tower wider they can build it taller. They record pictorially the finished product and label the pictures to show their solution. **Representing** After creating a device for making rice, a child creates a set of labels to show how the device works – where the rice and water go, how to start and stop the cooker, and how to take the rice out.	**Extending** *"What was hard for you?"* *"What didn't work like you thought it would? Why? What did you do?"*

HEALTH AND PHYSICAL ACTIVITY

OVERVIEW

Young children begin the Full-Day Early Learning–Kindergarten program at different stages of physical, social, emotional, language, and cognitive development. The health and physical activity component of the program is designed to help children progress along the developmental continuum by encouraging them to participate daily in a range of engaging, developmentally appropriate physical activities and by supporting them to make responsible, informed choices that contribute to a healthy, safe lifestyle.

In order to build a foundation for lifelong participation in and appreciation for healthy, active living, young children need to develop a positive attitude towards health, safety, and physical activity. They need to be introduced to concepts that promote a healthy, safe lifestyle. They also need opportunities to explore and discuss the effects of physical activity, healthy eating, and care for themselves, as well as the effects of unhealthy choices. Safety is an integral part of being healthy, so young children need to start learning how to identify safe and potentially unsafe situations, how to handle them, and when to ask for help. The expectations related to safety need to be integrated into all areas of learning rather than taught in isolation.

The future health and well-being of young children are directly related to the development of physical and health "literacy". Children who are "physically literate" are able to move with competence in a wide variety of physical activities. Children who are "health literate" have the skills needed to acquire, understand, and use information that will help them make good decisions about their health. The design of the Full-Day Early Learning–Kindergarten program provides a foundation for children's development of both physical and health literacy.

By engaging in a wide range of physical activities, children strengthen both their large and small muscles. Gross-motor control, also known as large-muscle control, involves the purposeful control and stabilization of major body movements, balance, and coordination. It enables children to perform more complex movements, such as running, throwing, catching, and jumping, in a range of physical activities, including games.

Participation in games contributes to children's development of social skills and self-esteem as well as their physical skills. Games with rules may be similar to pretend play, but the players must learn and abide by rules and perform actions specific to each type of game. Through games, children learn to adapt to structured situations, and they have opportunities to explore and practise a range of skills and strategies they can use in both individual and group activities. They reflect on their own learning (metacognition) as they work to achieve the goals and master the techniques of the game or activity, and they use their insights, as well as feedback from others, to self-correct and improve performance. In all such activities, however, the focus should be on exploration and creativity, to allow children to develop individual skills and self-confidence. Above all, the context for such activities should emphasize inclusiveness, to ensure that the participation of every child is valued.

Fine-motor control, also known as small-muscle coordination and control, involves the manipulation of materials and tools for drawing and writing and the use of hand-eye coordination. It is important for Early Learning–Kindergarten (EL–K) teams* to provide children with opportunities for active play that uses large and small muscles in a variety of contexts both indoors and outdoors. Specific activities such as puzzles or building with small interlocking blocks promote self-regulation skills at the same time as they provide opportunities for children to practise fine-motor skills. Young children should be encouraged to work cooperatively with others and to persevere with their own physical activities.

Because young children learn in an integrated way, concepts related to health and well-being, to physical development and activity, and to safety need to be incorporated into all areas of learning. Young children need to engage in enjoyable and stimulating learning activities that encourage exploration of their world; promote physical skills; enhance neural processing; and develop a general awareness of their bodies' needs, limitations, and capabilities. The EL–K team needs to plan interactions that address physical movement, skill practice, and attention to safety in combination rather than as separate components.

Through participating in developmentally appropriate activities that encourage and equip them to make healthy choices and engage in daily physical activity, children will build a solid foundation for their overall health and physical well-being in the years to come.

* "Early Learning–Kindergarten team" refers to the Kindergarten teacher and the early childhood educator(s) in a Full-Day Early Learning–Kindergarten classroom. The abbreviation "EL–K team" will be used throughout the remainder of the text and in the chart in this section.

Big Idea: Children make healthy choices and develop physical skills.

Overall Expectations

By the end of the Full-Day Early Learning–Kindergarten program, children will:

1. demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being;
2. participate willingly in a variety of activities that require the use of both large and small muscles;
3. develop control of large muscles (gross-motor control) in a variety of contexts;
4. develop control of small muscles (fine-motor control) in a variety of contexts.

Overall Expectation 1: demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being

Professional Learning Conversations

The EL–K team has a discussion with parents about how the Full-Day Early Learning–Kindergarten program supports the development of healthy active living. At a subsequent Parents' Night, a group of parents share the strategies they use at home to encourage their child to make healthier food choices and engage in more outside play.

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning *(Note: Children are not required to demonstrate their learning in all three ways.)*	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
1.1 begin to demonstrate an understanding of the effects of healthy, active living on the mind and body *(e.g., choose a balance of active and quiet activities throughout the day; remember to go to the snack centre; drink water when thirsty)*	Saying *"I like going for a walk after school."* *"My heart is beating fast!"* *"I'm thirsty from all that running."* *"Feel my forehead. I'm sweaty from playing outside."* *"I ride my bike."* *"I went tobogganing with my family on the weekend."*	Responding EL–K team members observe children's efforts to make healthier choices during daily routines, and acknowledge the children's actions: *"I noticed you're trying more and different fruits and vegetables. Why? Which ones do you like best?"*

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	Doing Children choose an active physical activity such as climbing or playing with a ball during outdoor playtime. After outdoor playtime, some of the children choose to spend quiet time in the book corner or listening centre before returning to their work at the learning centres. **Representing** *"My stomach is rumbling. I need a snack."* *"I am going to make a sign for the snack centre to show what is for snack."*	**Challenging** *"How does eating healthy foods help our body and mind?"* **Extending** The EL–K team introduces the class to Canada's Food Guide. After the children set up a store in the dramatic play centre, the team observes the kinds of items they have chosen to sell and asks them to talk about their choices.
1.2 investigate the benefits of nutritious foods *(e.g., nutritious snacks, healthy meals, foods from various cultures)* and explore ways of ensuring healthy eating *(e.g., buying nutritious food for meals, avoiding foods to which they are allergic)*	**Saying** *"My friend is allergic to peanuts."* *"I liked it when we got to try rice dishes from different countries. Some of them had healthy stuff like vegetables in them. And they tasted good, too!"* **Doing** Some of the children set up a store in the dramatic play centre. They stock the store with a wide variety of food items, but encourage their customers to buy fruits and vegetables when they shop. **Representing** Children draw pictures for the shelves of the store, illustrating healthy food items.	**Responding** At snack time, EL–K team members discuss with children what it means to be allergic, explain why some children need to avoid particular foods, and reinforce the point with statements such as, *"We have posted signs so that everyone knows how to keep our classroom safe."* **Challenging** *"What are some healthy choices for snacks?"* *"Why do we need to eat lots of fruit and vegetables?"* *"Why is pizza a better snack than a doughnut?"*

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		Extending After tasting several rice dishes from a variety of countries, the children decide they would like to taste other dishes from different cultures. EL–K team members help them make a list of other foods that are eaten in various cultures (e.g., different breads or fruits) and plan a tasting session for another time.
1.3 practise and discuss appropriate personal hygiene that promotes personal, family, and community health	Saying *"I washed my hands."* *"I need a tissue."* *"I am going to the dentist tomorrow."* Doing Children create a sequence of digital photographs showing the steps for washing hands to place by the sink or washing bin. Representing The EL–K team learns from a child's family that the child has shared and demonstrated at the dinner table what she has learned in class about "sneeze in your sleeve".	Responding Based on their observations, EL–K team members acknowledge children's practices that demonstrate good personal hygiene. *"I noticed that you washed your hands after you were done playing in the sand. You did that yesterday, too, after you came back from the gym."* Challenging *"In what ways do we take care of all parts of our body? Why is it important to do these things?"* *"How do we help to keep our classmates healthy?"* Extending *"What jobs do people do in our school and community that help all of us to be healthy?"*

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1.4 discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations *(e.g., acting in response to inappropriate touching; seeking assistance from block parents, 911, playground monitors; identifying substances that are harmful to the body)*	Saying *"When I saw a boy fall on the playground I told the teacher."* *"There is broken glass in the yard."* *"The climber is broken."* *"B... was mean to me in the playground."* *"When the dog that was all by itself growled at me, I went to a block parent's house."* Doing At the dramatic play centre, a child calls 911, gives the operator her name and the address of the house, then says that someone is sick. Representing A child constructs a building at the block centre, then makes a sign that says "Danger" to indicate that the building is not safe for people.	Responding The EL–K team records children's safety-related ideas and questions and then invites a community police officer to visit the class to discuss safety and answer some of the children's questions. Challenging The EL–K team presents a variety of scenarios to the children for discussion, using questions that start, *"What would you do if ...?"* Extending After prompting the children to recall some of the things they can do to stay healthy, EL–K team members ask them to think of things they should avoid that could be harmful to their health (e.g., smoking, taking medicine that belongs to someone else). An EL–K team member records the children's suggestions.
1.5 discuss what makes them happy and unhappy, and why	Saying *"I was happy that I got to meet the firefighter."* *"I was sad when the class pet fish died."* *"I was happy when we got to play outside."* *"I was sad when the sliding hill got closed."* Doing At the puppet centre, children express emotions through the dialogue they create for their puppet characters.	Responding Showing empathy by acknowledging feelings can create a connection between children and team members. EL–K team members acknowledge the feelings expressed by children by saying, *"I see you are sad. It's hard when mom has to leave and go to work."* Challenging *"How can people tell when we are feeling happy or sad?"*

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	Representing After the class pet fish dies, a child draws a picture of the fish. At the dramatic play centre, the child says, *"It was sad that the fish died at school today. I made a picture of her to hang on the wall."*	Extending EL–K team members discuss with the children what they can do when they are feeling sad (or angry, hurt, happy, etc.), and how they can respond when their peers show different kinds of feelings.

Overall Expectation 2: participate willingly in a variety of activities that require the use of both large and small muscles

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2.1 participate actively in creative movement and other daily physical activities *(e.g., dance, games, outdoor play, fitness breaks)*	Saying *"Look how many hops I can do."* *"At recess I'm going to play on the climber."* *"Let's play musical hoops!"* Doing During outdoor playtime, a small group of children engage in a game of hopscotch.	Responding EL–K team members exchange ideas about how to plan opportunities for children to be physically active in a variety of settings, both inside and outside the school and classroom. Challenging EL–K team members create opportunities for children to improve and refine their existing physical skills and to begin to develop new ones.

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	Representing A child who attends dance class after school teaches one of the steps to classmates.	Extending EL–K team members introduce new types of activities (e.g., elements from yoga) into the planned class movement activities.
2.2 demonstrate persistence while engaged in activities that require the use of both large and small muscles *(e.g., tossing and catching beanbags, skipping, lacing, drawing)*	Saying *"Running all the way around our field was hard, but I did it!"* *"I finally finished my painting. Come and see it."* Doing A child persists in his efforts until he is able to complete a lacing card. Representing A small group of children create a game where they have to try to get beanbags inside a hoop.	Responding *"I noticed how long you worked to finish your painting."* Challenging EL–K team members post "challenge cards" on the outside wall of the school, using pictures and labels. The cards contain messages such as the following: *"Throw the beanbag into the air and catch it three times."* *"Skip rope as many times as you can without stopping."* *"Hop from one foot to the other."* Extending EL–K team members replace simple puzzles and lacing activities with ones that will be more challenging and require more muscle control.
2.3 demonstrate strategies for engaging in cooperative play in a variety of games and activities	Saying *"It's your turn."* *"Can I try that?"* Doing Two children with a giant deck of cards create the rules for a new game.	Responding *"I notice that the two of you put your blocks together so you could build a bigger house."*

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	Representing After creating the rules for a new card game, the children ask an EL–K team member to videotape them as they play and explain how the game works.	Challenging An EL–K team member notices that a child who usually plays alone is showing interest in playing with others. Team members find ways to encourage the child to participate more in cooperative play. Extending EL–K team members invite a small group of children to explain to the class how they solved a problem they were having sharing the materials in the sand table.

Overall Expectation 3: develop control of large muscles (gross-motor control) in a variety of contexts

Professional Learning Conversations

The Parent Council attends a community meeting where the results of the Early Development Instrument are shared. Council members are concerned about the Physical Health and Well-Being domain and discuss their ideas with the EL–K team. Together, they decide to establish a fitness goal to try to do more walking. When the educators hear this they decide to graph the number of walks (including walking from the parking lot) that children and EL–K team members do per week and then have a Celebration Walk in the spring.

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As children progress through the Full-Day Early Learning–Kindergarten program, they:		
3.1 demonstrate spatial awareness in activities that require the use of large muscles 3.2 begin to demonstrate control of large muscles with and without equipment *(e.g., climb and balance on playground equipment; roll, throw, and catch a variety of balls; demonstrate balance and coordination during parachute games; hop, slide, or gallop in the gym or outdoors)* 3.3 begin to demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement *(e.g., run, jump, climb, walk on the balance beam, play beach-ball tennis, catch a ball, play hopscotch)*	Saying *"Everyone move out of the way. I need lots of room to roll the basketball."* *"I used my feet to measure. It is thirty-five steps from one side of this room to the other."* *"Look at me – I can stand on one foot without falling down!"* *"I walked on the balance beam all by myself."* *"Watch me climb to the very top of the slide set!"* *"I catched the ball every time."* *"I rode the trike all the way around the schoolyard."* Doing Before starting to rotate the hula hoop, a child looks around to be sure that the hoop won't hit anyone. A child kicks a ball towards a target painted on the wall. Representing *"The music makes me hop like a bunny. Now it makes me walk like an elephant. Now I'm flying like an aeroplane. Look at my wings!"*	Responding EL–K team members provide guidance and feedback using comments such as: *"Be careful not to bump into your partner."* *"We're going to stretch. Find a space to stand where you can see me.* *"Is there a way to hold your arms that will help you balance on one foot?"* *"How many ways can you balance on a line? On two body parts? Three body parts?"* Challenging The EL–K team introduces music to accompany gross-motor activities and encourages children to practise their emerging movement skills by saying: *"Move around the gym with your arms in the air. Now try moving in a different way."* *"How many directions can you move in?"* Extending *"Raise your right foot and your left hand."* *"Do the Hokey Pokey."* *"We're going to walk around our hoops. Now jump inside."*

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Overall Expectation 4: develop control of small muscles (fine-motor control) in a variety of contexts

Professional Learning Conversations

At a team meeting, an EL–K team member relates his interaction with a child: "During the 'sign in' routine, I observed Gurdeep attempting to write his name on the 'sign in' chart. I documented that Gurdeep used his name tag as a reference as he attempted to write the 'G' and the 'U'. This was evidence of his applying a reading strategy to his writing. Based on my observations of Gurdeep's fine-motor development, I knew that asking him to trace over the letters in his name on paper would be developmentally inappropriate [outside his zone of proximal development], as it was his fine-motor development that needed support. I praised and encouraged his attempts, and provided him with salt trays and sandpaper letters so he could use them to outline and trace over the letters with his fingers. This would help develop the bones in his wrist and make it easier for him to form letters with a pencil. Because I also wanted to help him recognize the letters in his name, I used magnetic letters to trace his name on a card, and had him match the magnetic letters to the letters on the card."

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning**	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
4.1 begin to demonstrate control of small muscles in activities at a variety of learning centres *(e.g., sand, water, visual arts centres)* and when using a variety of materials or equipment *(e.g., using salt trays, stringing beads, painting with paintbrushes, drawing, cutting paper, using a keyboard, using a mouse, writing with a crayon or pencil)* 4.2 demonstrate spatial awareness by doing activities that require the use of small muscles	Saying *"I put all the pieces of the puzzle together."* *"I used the scoop to fill the pail. Then I dumped all the sand into the pile."* *"The small paintbrush made the skinny lines."* Doing A child strings a pattern of large and small beads. A child does up the buttons on a doll's shirt. A child builds a structure with a construction toy, persisting in her efforts to join the pieces together.	Responding *"I notice that the puzzle you've just done has more pieces than the puzzle you did yesterday. The pieces are smaller, too."* EL–K team members stock the writing centre with a variety of writing/drawing implements of various sizes and widths and use prompts such as, *"I see you chose a thinner pencil to draw in the eyes, mouth, and nose. What might you use to draw the hands?"* Challenging The EL–K team plans for the children to engage in "point and click" learning activities on the computer to support small-muscle development.

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At a team meeting, an EL–K team member relates his interaction with a child: "During the 'sign in' routine, I observed Gurdeep attempting to write his name on the 'sign in' chart. I documented that Gurdeep used his name tag as a reference as he attempted to write the 'G' and the 'U'. This was evidence of his applying a reading strategy to his writing. Based on my observations of Gurdeep's fine-motor development, I knew that asking him to trace over the letters in his name on paper would be developmentally inappropriate [outside his zone of proximal development], as it was his fine-motor development that needed support. I praised and encouraged his attempts, and provided him with salt trays and sandpaper letters so he could use them to outline and trace over the letters with his fingers. This would help develop the bones in his wrist and make it easier for him to form letters with a pencil. Because I also wanted to help him recognize the letters in his name, I used magnetic letters to trace his name on a card, and had him match the magnetic letters to the letters on the card."

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning**	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
4.1 begin to demonstrate control of small muscles in activities at a variety of learning centres *(e.g., sand, water, visual arts centres)* and when using a variety of materials or equipment *(e.g., using salt trays, stringing beads, painting with paintbrushes, drawing, cutting paper, using a keyboard, using a mouse, writing with a crayon or pencil)* 4.2 demonstrate spatial awareness by doing activities that require the use of small muscles	Saying *"I put all the pieces of the puzzle together."* *"I used the scoop to fill the pail. Then I dumped all the sand into the pile."* *"The small paintbrush made the skinny lines."* Doing A child strings a pattern of large and small beads. A child does up the buttons on a doll's shirt. A child builds a structure with a construction toy, persisting in her efforts to join the pieces together.	Responding *"I notice that the puzzle you've just done has more pieces than the puzzle you did yesterday. The pieces are smaller, too."* EL–K team members stock the writing centre with a variety of writing/drawing implements of various sizes and widths and use prompts such as, *"I see you chose a thinner pencil to draw in the eyes, mouth, and nose. What might you use to draw the hands?"* Challenging The EL–K team plans for the children to engage in "point and click" learning activities on the computer to support small-muscle development.

Specific Expectations	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
As children progress through the Full-Day Early Learning–Kindergarten program, they:		
4.3 use a functional grip in written communication to produce writing that they and others can read	Representing *"I can use the mouse to make the animals on the screen move."*	Extending The EL–K team puts out small trays of sand, whiteboards, and chalk boards and encourages their use by children who need additional support with development of fine-motor skills.

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
4.3 use a functional grip in written communication to produce writing that they and others can read	Representing *"I can use the mouse to make the animals on the screen move."*	Extending The EL–K team puts out small trays of sand, whiteboards, and chalk boards and encourages their use by children who need additional support with development of fine-motor skills.

THE ARTS

OVERVIEW

Young children have an innate need to make sense of the world. The arts in the Full-Day Early Learning–Kindergarten program provide a vehicle through which children can express their growing sense of self and their interpretation of the world. Visual arts, music, dance, and socio-dramatic play contribute in many ways to the development of children's thinking and communication skills. Providing children with opportunities to express themselves through the arts develops decision-making skills, stimulates memory, facilitates understanding, develops symbolic communication, promotes sensory development, and encourages creative thinking. Learning through the arts also fosters children's imagination, helps to develop empathy, promotes the development of relationships, and builds self-esteem, while enabling children to experience a sense of accomplishment. The arts are a vehicle for children to understand different cultures as well as to express their own culture. Many studies demonstrate that learning through the arts also improves literacy and numeracy.

In the Full-Day Early Learning–Kindergarten program, expectations in the arts are arranged under the following three subheadings: Drama and Dance, Music, and Visual Arts. Each area of the arts is of equal importance. Children need to have ready access to a wide variety of materials, resources, and experiences that offer them different ways in which they can demonstrate their learning. The creative process is the focus of the arts. Children's thinking emerges as they try out new theories and ideas. Children need time to revisit materials and experiences to consolidate their learning. Carefully planned experiences and organization of material enable children to explore visual arts materials, tools, and processes; music; and drama and dance throughout the day. Various learning centres in the classroom (e.g., the puppet centre, the drama centre, the art studio) provide opportunities for children to apply and extend their learning.

It is important that young children see themselves as artists, musicians, dancers, and actors. Arts activities and experiences should be embedded in meaningful contexts in which children are thoroughly involved in the whole artistic process. Generic art activities (e.g., having children work with pre-cut shapes) should not be used: they are rarely effective because their focus is narrow and they provide only limited assessment information on the child's level of understanding. Children need time to imagine, create, and explore in a non-threatening environment where they know their individual choices and responses are respected and valued.

Providing children with opportunities to express themselves through the arts supports their growing understanding in all areas of learning. Arts activities should be integrated not only to support the learning of expectations in other areas, but also to support the diverse learning styles, interests, and abilities of individual children. Exposure to and involvement in a variety of art forms will provide young children with the foundation for a lifelong interest in and appreciation of the arts.

Early Learning–Kindergarten teams* can invite local artists or children's family members who are involved in the arts into the school to enhance children's exposure to the arts and to introduce them to the arts as a profession and as a reflection of local culture and their community.

* "Early Learning–Kindergarten team" refers to the Kindergarten teacher and the early childhood educator(s) in a Full-Day Early Learning–Kindergarten classroom. The abbreviation "EL–K team" will be used throughout the remainder of the text and in the chart in this section.

Big Idea: Young children have an innate openness to artistic activities.

DRAMA AND DANCE

Overall Expectations

By the end of the Full-Day Early Learning–Kindergarten program, children will:

D1. demonstrate an awareness of themselves as dramatic artists and dancers through engaging in activities in drama and dance;

D2. demonstrate basic knowledge and skills gained through exposure to drama and dance and drama- and dance-related activities;

D3. use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in drama and dance both individually and with others;

D4. express responses to a variety of forms of drama and dance, including those from other cultures.

Overall Expectation D1: demonstrate an awareness of themselves as dramatic artists and dancers through engaging in activities in drama and dance

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning** *(Note: Children are not required to demonstrate their learning in all three ways.)*	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
D1.1 demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance *(e.g., contribute their own ideas to role playing; create their own actions to accompany a song or chant and/or follow actions created by a classmate)*	**Saying** *"My baby is crying. I'm going to sing her to sleep."* *"I'm going to be an elephant. See how my trunk moves?"* *"Let's make some puppets for our play."* *"What could we use for the troll's bridge?"* **Doing** The children use a flashlight and puppets to perform a play at the shadow play area they have set up with the support of the EL–K team.	**Responding** *"You were pretending to be a mom. I can see your baby likes lullabies."* *"What can you use for the troll's bridge that will be safe for the goats to cross?"* **Challenging** *"You have so many creative ways to make the puppets move in the shadow play area. What happens when you use your hands for puppets instead? What's the same? What's different?"*

Big Idea: Young children have an innate openness to artistic activities.

DRAMA AND DANCE

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D4. express responses to a variety of forms of drama and dance, including those from other cultures.

Overall Expectation D1: demonstrate an awareness of themselves as dramatic artists and dancers through engaging in activities in drama and dance

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning** *(Note: Children are not required to demonstrate their learning in all three ways.)*	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
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Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
D1.2 explore a variety of tools and materials of their own choice *(e.g., blocks, puppets, flashlights, streamers)* to create drama and dance in familiar and new ways	**Representing** After creating their own actions to accompany a familiar chant, a group of children record them pictorially so they can teach them to other children.	**Extending** The EL–K team works with individual children to help them select and use props to enhance their dance movements.

Overall Expectation D2: demonstrate basic knowledge and skills gained through exposure to drama and dance and drama- and dance-related activities

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
D2.1 explore different elements of drama *(e.g., character, setting, dramatic structure)* and dance *(e.g., rhythm, space, shape)*	**Saying** *"I'll be the bus driver."* *"I can dance really fast."* *"I was a leaf falling. I started up high, then I spun around, then I fell on the ground."* **Doing** A group of children discuss the characters and the setting for the story: *"I'll be the troll. He has an angry face and voice. I'll stand under the bridge and growl."*	**Responding** *"What happened first? Next? At the end?"* *"How many different ways can you move in your space?"* *"Let's move like the elephants in the story."* **Challenging** *"How can you use body shapes to show how the troll felt when he heard the billy goats crossing his bridge?"*

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
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Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
	Representing A child uses scarves to show how the wind moves on a windy day.	**Extending** *"If you were a tiny seed planted in the ground, show us how you would grow when the sun came out. Talk about why you chose to move this way."*

Overall Expectation D3: use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in drama and dance both individually and with others

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
D3.1 use problem-solving skills and their imagination to create drama and dance *(e.g., try out different voices for parts of a story or chant; find different ways to move to music, trying to connect the movement with the mood and speed of the music; create a sequence of movements)*	**Saying** *"The troll needs a deep growly voice – he would talk like this. But the littlest Billy Goat Gruff would talk like this* (in a high squeaky voice)." *"My dance has a pattern – skip, skip, slide, slide, turn, turn, turn."* *"This is a story from my language."* **Doing** A child responds to changes in the tempo and mood of a piece of music from a different culture by altering his body level and the type and speed of his movements.	**Responding** *"How do you think the second Billy Goat Gruff would speak?"* *"I saw that you were trying to move your feet in a new way. How could you move your arms too?"* **Challenging** *"How can you change your dance using the same steps?"* **Extending** *"How can you act out the same story without using any words?"*

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
	Representing A child uses scarves to show how the wind moves on a windy day.	**Extending** *"If you were a tiny seed planted in the ground, show us how you would grow when the sun came out. Talk about why you chose to move this way."*

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Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
D3.2 dramatize rhymes, stories, legends, and folk tales from various cultures, including their own *(e.g., use actions, pictures, words, or puppets to tell a story at the dramatic play centre or at the block centre)*	Representing A small group of children use the felt board pieces and the felt board to retell familiar stories. Some children create their own endings.	

Overall Expectation D4: express responses to a variety of forms of drama and dance, including those from other cultures

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
D4.1 express their responses to drama and dance *(e.g., by moving, by making connections to their experiences with drama and dance, by talking about drama and dance)*	Saying *"He scared me when he yelled 'Trip trap trip trap'."* *"That puppet show we saw was just like the story we read."*	Responding *"How was the puppet show the same as the story? How was it different? What else did it remind you of?"* *"What else about the troll was scary?"*

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
D3.2 dramatize rhymes, stories, legends, and folk tales from various cultures, including their own *(e.g., use actions, pictures, words, or puppets to tell a story at the dramatic play centre or at the block centre)*	**Representing** A small group of children use the felt board pieces and the felt board to retell familiar stories. Some children create their own endings.	

Overall Expectation D4: express responses to a variety of forms of drama and dance, including those from other cultures

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
D4.1 express their responses to drama and dance *(e.g., by moving, by making connections to their experiences with drama and dance, by talking about drama and dance)*	**Saying** *"He scared me when he yelled 'Trip trap trip trap'."* *"That puppet show we saw was just like the story we read."*	**Responding** *"How was the puppet show the same as the story? How was it different? What else did it remind you of?"* *"What else about the troll was scary?"*

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
	Doing After seeing a production of "The Three Billy Goats Gruff", several of the children talk about how the troll's costume, movements, and deep growly voice were scary for them. **Representing** A child uses a series of faces that express a variety of emotions to identify how she feels at different point in a dramatic presentation.	**Challenging** *"How would your reactions to the play change if the troll had talked in a soft squeaky voice and been dressed in a pretty flowery costume?"* **Extending** *"Do you agree with how the troll acted? What could he have done differently? What could the Billy Goats Gruff have done differently?"*

MUSIC

Overall Expectations

By the end of the Full-Day Early Learning–Kindergarten program, children will:

M1. demonstrate an awareness of themselves as musicians through engaging in music activities;

M2. demonstrate basic knowledge and skills gained through exposure to music and music activities;

M3. use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in music both individually and with others;

M4. express responses to a variety of forms of music, including those from other cultures;

M5. communicate their ideas through music.

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning**	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
	Doing After seeing a production of "The Three Billy Goats Gruff", several of the children talk about how the troll's costume, movements, and deep growly voice were scary for them. **Representing** A child uses a series of faces that express a variety of emotions to identify how she feels at different point in a dramatic presentation.	**Challenging** *"How would your reactions to the play change if the troll had talked in a soft squeaky voice and been dressed in a pretty flowery costume?"* **Extending** *"Do you agree with how the troll acted? What could he have done differently? What could the Billy Goats Gruff have done differently?"*

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M4. express responses to a variety of forms of music, including those from other cultures;

M5. communicate their ideas through music.

Overall Expectation M1: demonstrate an awareness of themselves as musicians through engaging in music activities

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning**	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
M1.1 demonstrate an awareness of personal interests and a sense of accomplishment in music *(e.g., contribute their own ideas to a class song; create their own accompaniment to a song)* M1.2 explore a variety of tools and materials of their own choice *(e.g., spoons, castanets, rhythm sticks, music software)* to create music in familiar and new ways	**Saying** *"I like to use the cymbals."* *"I used drums to make the sound of thunder."* *"I know that song. I'll sing it for you."* **Doing** Two children work together at the computer using simple music software to create and record a song. **Representing** Children use shakers that they have made at a learning centre to keep the beat of a familiar song.	**Responding** *"What tools or materials can we use to make the sound of the wind?"* *"You said you liked that song. What is it that you like about it?"* **Challenging** A member of the EL–K team joins the children at the computer as they create and record their song. *"How did you decide what kind of song to create?"* *"How did you decide what kinds of sounds to use in your song?"* **Extending** A member of the EL–K team suggests that the children upload their new song to the class web page and facilitates the process.

Overall Expectation M1: demonstrate an awareness of themselves as musicians through engaging in music activities

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
M1.1 demonstrate an awareness of personal interests and a sense of accomplishment in music *(e.g., contribute their own ideas to a class song; create their own accompaniment to a song)* **M1.2** explore a variety of tools and materials of their own choice *(e.g., spoons, castanets, rhythm sticks, music software)* to create music in familiar and new ways	**Saying** *"I like to use the cymbals."* *"I used drums to make the sound of thunder."* *"I know that song. I'll sing it for you."* **Doing** Two children work together at the computer using simple music software to create and record a song. **Representing** Children use shakers that they have made at a learning centre to keep the beat of a familiar song.	**Responding** *"What tools or materials can we use to make the sound of the wind?"* *"You said you liked that song. What is it that you like about it?"* **Challenging** A member of the EL–K team joins the children at the computer as they create and record their song. *"How did you decide what kind of song to create?"* *"How did you decide what kinds of sounds to use in your song?"* **Extending** A member of the EL–K team suggests that the children upload their new song to the class web page and facilitates the process.

Overall Expectation M2: demonstrate basic knowledge and skills gained through exposure to music and music activities

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning**	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
M2.1 explore different elements *(e.g., beat, sound quality, speed, volume)* of music *(e.g., clap the beat of a song; tap their feet on carpet and then on tile, and compare the sounds; experiment with different instruments to accompany a song)*	**Saying** *"That's a drum. It made a loud boom."* *"This song keeps getting faster."* *"I'm keeping the beat with my foot."* **Doing** During their explorations, children discover that a wooden block makes a sound when it hits the floor.	**Responding** *"What different kinds of sounds can we make with the instruments?"* *"What instruments could we use to make a sound like horses' hooves?"* *"I wonder what this song would sound like if we sang it faster and softer."*

Overall Expectation M5: communicate their ideas through music

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning**	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
M5.1 communicate their ideas about something *(e.g., a book, an experience, a painting)* through sounds, rhythms, and music *(e.g., create a song or a chant, create sound effects, use rhythms to enhance a song or poem)*	**Saying** *"We made our sticks sound like thunder."* *"That storybook is like a song because ...."* **Doing** While listening to a read-aloud poem, a child silently clasps his hands to the rhythm of the words. **Representing** A group of children create a chant to tell the rest of the class that it is time to tidy up.	**Responding** The EL–K team models for the children how to use music to communicate their responses to a new book: *"You said the story made you feel sad. You beat the drum very slowly as I read. That made a very sad sound."* **Challenging** The EL–K team shows the children a series of paintings from different cultures and ask each child to create a rhythm that is a good "accompaniment" to the painting. **Extending** The EL–K team works with the children to facilitate the creation of a chant to accompany the rhythms they have made to "accompany" the paintings.

Overall Expectation M2: demonstrate basic knowledge and skills gained through exposure to music and music activities

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
M2.1 explore different elements *(e.g., beat, sound quality, speed, volume)* of music *(e.g., clap the beat of a song; tap their feet on carpet and then on tile, and compare the sounds; experiment with different instruments to*	**Saying** *"That's a drum. It made a loud boom."* *"This song keeps getting faster."* *"I'm keeping the beat with my foot."* **Doing** During their explorations, children discover that a	**Responding** *"What different kinds of sounds can we make with the instruments?"* *"What instruments could we use to make a sound like horses' hooves?"* *"I wonder what this song would sound like if we sang it faster and softer."*

Overall Expectations

By the end of the Full-Day Early Learning–Kindergarten program, children will:

V1. demonstrate an awareness of themselves as artists through engaging in activities in visual arts;

V2. demonstrate basic knowledge and skills gained through exposure to visual arts and activities in visual arts;

V3. use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in visual arts both individually and with others;

V4. express responses to a variety of visual art forms, including those from other cultures;

V5. communicate their ideas through various visual art forms.

Overall Expectation V1: demonstrate an awareness of themselves as artists through engaging in activities in visual arts

Professional Learning Conversations

After some professional reading, members of the EL–K team decide that their current arts and crafts practices (e.g., the use of pre-cut shapes and requiring all children to create the same product) limit the children's artistic development. They discuss how they can address this problem. They decide to put some materials with common attributes (e.g., shiny items) at the visual arts centre and observe and listen as children form their own ideas of what to create.

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
V1.1 demonstrate an awareness of personal interests and a sense of accomplishment in visual arts *(e.g., contribute pages to a class book using their own ideas; offer to make a puppet for a play; create a sculpture from clay)*	**Saying** *"I used to make my people like that. Now I make them this way."* *"I like the picture in our front hall. It has cats in it. I like cats."*	**Responding** *"I see the details you are adding to your people now."* *"You worked so hard on your puppets."* *"What would you like to use to make your picture?"*

Overall Expectation M3: use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in music both individually and with others

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
M3.1 use problem-solving skills and their imagination to create music *(e.g., experiment with different instruments to create a rhythm*	Saying *"We tried it this way and it didn't work, so we tried again and this is what it sounds like."* *"We changed this part so it sounds different."*	Responding *"How can you change your voice when we sing the song this time?"* *"What else can we make with our bodies?"*

By the end of the Full-Day Early Learning–Kindergarten program, children will:

V1. demonstrate an awareness of themselves as artists through engaging in activities in visual arts;

V2. demonstrate basic knowledge and skills gained through exposure to visual arts and activities in visual arts;

V3. use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in visual arts both individually and with others;

V4. express responses to a variety of visual art forms, including those from other cultures;

V5. communicate their ideas through various visual art forms.

Overall Expectation V1: demonstrate an awareness of themselves as artists through engaging in activities in visual arts

Professional Learning Conversations

After some professional reading, members of the EL–K team decide that their current arts and crafts practices (e.g., the use of pre-cut shapes and requiring all children to create the same product) limit the children's artistic development. They discuss how they can address this problem. They decide to put some materials with common attributes (e.g., shiny items) at the visual arts centre and observe and listen as children form their own ideas of what to create.

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
V1.1 demonstrate an awareness of personal interests and a sense of accomplishment in visual arts *(e.g., contribute pages to a class book using their own ideas; offer to make a puppet for a play; create a sculpture from clay)*	Saying *"I used to make my people like that. Now I make them this way."* *"I like the picture in our front hall. It has cats in it. I like cats."*	Responding *"I see the details you are adding to your people now."* *"You worked so hard on your puppets."* *"What would you like to use to make your picture?"*

Overall Expectation M3: use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in music both individually and with others

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
M3.1 use problem-solving skills and their imagination to create music *(e.g., experiment with different instruments to create a rhythm*	**Saying** *"We tried it this way and it didn't work, so we tried again and this is what it sounds like."* **Ways in W**[illegible]*his part so it sounds different."*	**Responding** *"How can you change your voice when we sing the song this time?"* *"What rhythms can we make with our bodies?"*
As children progress through the Full-Day Early Learning–Kindergarten program, they:	**Their Learning**	**Intentional Interactions**
	Doing Some children create illustrations for the class art book using a variety of media. **Representing** A child uses drawings to recount the class trip to the grocery store.	**Challenging** *"What else could you add to your drawing to show…?"* *"What do you notice about your picture?"* **Extending** *"If you could make this again, what would you do differently?"*

Overall Expectation V2: demonstrate basic knowledge and skills gained through exposure to visual arts and activities in visual arts

Professional Learning Conversations

The EL–K team invites a parent who is an artist working in various media to discuss with team members their plans to improve their visual arts program. Together, they map out a plan to provide opportunities for the children to explore photography and clay sculpture in addition to the usual painting and drawing. They also discuss plans for the parent/artist to work with the team and the children one day a week to further the team's knowledge about observing and assessing the children's accomplishments. Throughout the process, the team works with the children to collect samples of their paintings, photographs, and sculptures, for a "Gallery Opening" to be held at the end of the term.

Overall Expectation M4: express responses to a variety of forms of music, including those from other cultures
Professional Learning Conversations The EL–K team has been reading about music education for young children. Informed by their reading, team members discuss how music supports the development of reading and reasoning skills, math and science concepts, and enhances self-esteem. The team decides to focus first on exploring different rhythms in music as a means to support the development of reading skills. They decide to use music from the various cultures of children in the classroom, in order to help them to make connections to their prior knowledge and experiences. Parents volunteer to share recorded music associated with their culture. Children show the rhythms in different ways and compare them to poems, chants, and songs that have been read in class. Team members observe, record, and discuss observations for future planning.

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning**	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
As children progress through the Full-Day Early Learning–Kindergarten program, they:	**Their Learning**	**Intentional Interactions**
	Doing Some children create illustrations for the class art book using a variety of media. **Representing** A child uses drawings to recount the class trip to the grocery store.	**Challenging** *"What else could you add to your drawing to show…?"* *"What do you notice about your picture?"* **Extending** *"If you could make this again, what would you do differently?"*

Overall Expectation V2: demonstrate basic knowledge and skills gained through exposure to visual arts and activities in visual arts
Professional Learning Conversations The EL–K team invites a parent who is an artist working in various media to discuss with team members their plans to improve their visual arts program. Together, they map out a plan to provide opportunities for the children to explore photography and clay sculpture in addition to the usual painting and drawing. They also discuss plans for the parent/artist to work with the team and the children one day a week to further the team's knowledge about observing and assessing the children's accomplishments. Throughout the process, the team works with the children to collect samples of their paintings, photographs, and sculptures, for a "Gallery Opening" to be held at the end of the term.

Overall Expectation M4: express responses to a variety of forms of music, including those from other cultures

Professional Learning Conversations

The EL–K team has been reading about music education for young children. Informed by their reading, team members discuss how music supports the development of reading and reasoning skills, math and science concepts, and enhances self-esteem. The team decides to focus first on exploring different rhythms in music as a means to support the development of reading skills. They decide to use music from the various cultures of children in the classroom, in order to help them to make connections to their prior knowledge and experiences. Parents volunteer to share recorded music associated with their culture. Children show the rhythms in different ways and compare them to poems, chants, and songs that have been read in class. Team members observe, record, and discuss observations for future planning.

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning**	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
V2.1 explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new ways *(e.g., use natural and recycled materials at a learning centre)* V2.2 explore different elements of design *(e.g., colour, line, shape, texture, form)* in visual arts	**Saying** *"I used leaves and torn paper to make my picture."* *"We used blocks and boxes to make a sculpture like the one in the book."* *"I made a print with my sponge."* *"I cut a zigzag line."* *"I made different shapes with play dough."* **Doing** After looking at a book whose illustrations were done in clay, a child works at the modelling centre using tools and equipment from various centres in the classroom to replicate the textures in the book's illustrations. **Representing** Children use a variety of materials (different kinds of paper, fabrics of various colours and textures, found materials) to make a collage.	**Responding** *"I noticed the different kinds of lines you made in your drawing."* The EL–K team asks clarifying questions about works of art produced by the children in order to better understand how to support them and move them forward: *"Why did you … (use yellow circles for the apples, make the puppet's hair out of string)?"* *"What were you thinking about?"* **Challenging** After observing the paintings done by the children, the EL–K team changes the materials available. They replace the large paint brushes with medium- and small-sized brushes and add a variety of small paint rollers with different textures. They also provide small containers in which the children can explore colour mixing. **Extending** *"How could you show that the car in your drawing is moving fast?"* *"You used many different textures in your collage. How could you use recycled or natural materials to get a different effect?"*

Overall Expectation M5: communicate their ideas through music

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning**	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
M5.1 communicate their ideas about something *(e.g., a book, an experience, a painting)* through sounds, rhythms, and music and processes of their own choice to create visual art forms in familiar and new ways *(e.g., use natural and recycled materials at a learning centre)* **V2.2** explore different elements of design *(e.g., colour, line, shape, texture, form)* in visual arts	**Saying** *"We made our sticks sound like thunder."* *"That storybook is like a song because ...."* *"I used leaves and torn paper to make my picture."* *"We used blocks and boxes to make a sculpture like the one in the book."* *"I made a print with my sponge."* *"I cut a zigzag line."* *"I made different shapes with play dough."* **Doing** After looking at a book whose illustrations were done in clay, a child works at the modelling centre using tools and equipment from various centres in the classroom to replicate the textures in the book's illustrations. **Representing** Children use a variety of materials (different kinds of paper, fabrics of various colours and textures, found materials) to make a collage.	**Responding** The EL–K team models for the children how to use music to communicate their responses to a new book: *"You said ... beat the drum very slowly ... drawing."* *"I noticed the different kinds of ... sound."* The EL–K team asks clarifying questions ... produced by the children in order to better ... of paintings to support them and move them forward: ... reate a rhythm ... *"Why did you ... (use yellow circles for the apple ... puppet's hair out of string)?"* *"What were you thinking about?"* **Challenging** After observing the paintings done by the children, the EL–K team changes the materials available. They replace the large paint brushes with medium- and small-sized brushes and add a variety of small paint rollers with different textures. They also provide small containers in which the children can explore colour mixing. **Extending** *"How could you show that the car in your drawing is moving fast?"* *"You used many different textures in your collage. How could you use recycled or natural materials to get a different effect?"*

Overall Expectation V3: use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in visual arts both individually and with others

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
V3.1 use problem-solving skills and their imagination to create visual art forms *(e.g., choose materials to make a three-dimensional structure stable; choose an alternative way to fasten their materials if the first way is unsuccessful)*	**Saying** *"I found a way to stick these two together."* *"Our sculpture keeps falling apart."* *"I want to make the schoolyard look all bumpy."* **Doing** The EL–K team had placed books at the block centre with illustrations of buildings from around the world. After looking through the book, a small group of children use found materials to re-create one of the buildings. **Representing** After listening to a piece of music, children at the visual arts centre create art works to show how the music made them feel (e.g., sad, happy, scared).	**Responding** *"I wonder how you could make sure your sculpture doesn't collapse."* *"I notice that you are looking at the illustrations in the book we read this morning. How did the illustrator make the sidewalks look rough?"* **Challenging** *"How can you make your puppet look like its arms and legs are moving?"* **Extending** *"How did you decide what materials to use for your sculpture? What did you do when they didn't work?"*

Overall Expectation V3: use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in visual arts both individually and with others

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning**	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
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Overall Expectation V4: express responses to a variety of visual art forms, including those from other cultures

Professional Learning Conversations

EL–K team members discuss the children's responses to paintings that have been displayed in the classroom. They asked children questions such as "What do you notice? What do you think about …? How does the painting make you feel?" and recorded their responses. The team also sets up a recording device to capture children's ideas when a team member is not present. The team's subsequent conversations focused on commonalities in the responses, and where they saw gaps in the children's abilities to respond to the art works. Based on the gaps, the team discusses ways in which they can enhance the children's skills in understanding works of art.

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning**	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
V4.1 express their responses to visual art forms by making connections to their own experiences or by talking about the form **V4.2** respond to a variety of visual art forms *(e.g., paintings, fabrics, sculptures, illustrations)* from various cultures, including their own	**Saying** *"That boy looks scared in the picture. I don't like being in the dark either."* *"All the wavy lines make the picture look like it's moving."* *"The sculpture of the soldier in the park looks sad. His head is down and his eyes are closed."* **Doing** After seeing the fabrics brought in by a classmate's family, a child brings in kilts made from his family's tartans to share with the class. **Representing** After viewing a painting with wavy lines, a child tells a member of the EL–K team that the lines make her think of water. She creates her own art work using the same element: *"This is me swimming. The wavy lines mean that the water is moving."*	**Responding** *"What does Tia's picture make you think of?"* *"I wonder why the painter used so many dark lines."* **Challenging** A small group of parents brought in fabrics from their countries of birth and shared with the children the stories behind the patterns in the fabric. Afterwards, a member of the EL–K team discusses the patterns with the children and then invites them to create their own fabric patterns. **Extending** The EL–K team asks the children and their families to look for examples of art at home and in the places where they work, play, and shop. The children share their feelings about the art that they have viewed: *"We saw Inukshuks all along the side of the road. They look lonely on the big rocks."* *"The store where we shop had photographs for sale. They were pictures of buildings in our neighbourhood. I found lots of shapes in the buildings."*

Overall Expectation V5: communicate their ideas through various visual art forms

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	Making Connections: Ways in Which Children Might Demonstrate Their Learning	Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions
V5.1 communicate their understanding of something *(e.g., a familiar story, an experience, a song, a play)* by representing their ideas and feelings through visual art	**Saying** *"I'm painting a picture of the girl in the story we read."* *"I'm making a scary mask for the troll."* **Doing** After viewing a close-up photograph of a goldfish, a child makes a picture of the class's pet fish, using repeated curved lines for its scales. **Representing** *"That's me in this painting. I'm wearing a yellow shirt 'cause I'm happy."*	**Responding** *"I notice that you are using your puppets to re-tell the story we read yesterday."* *"How will you make your mask look scary?"* **Challenging** *"How can you use colours to show how children in our class were feeling when … (we were dancing, the class fish died, we feel tired)."* **Extending** The EL–K team works with a small group of children to further explore the element of colour in visual art. The children create paintings that make use of one particular colour and then ask other children to tell them how the paintings make them feel.

Overall Expectation V5: communicate their ideas through various visual art forms

Specific Expectations *As children progress through the Full-Day Early Learning–Kindergarten program, they:*	**Making Connections: Ways in Which Children Might Demonstrate Their Learning**	**Making Connections: Early Learning–Kindergarten (EL–K) Team's Intentional Interactions**
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